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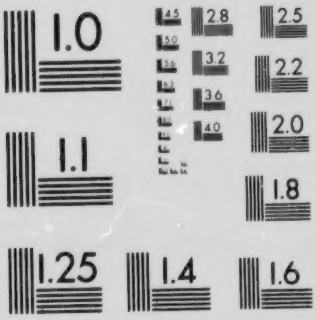
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ABSTRACT

The training manual provides self-help in six areas of leadership development for American Indian and Alaska Native women. Following an introduction describing how to use the manual are six chapters focusing on the theories and development of leadership skills, the vulnerability of Indian women to poverty, nontraditional careers for Indian women, entrepreneurship, politics, and tribal sovereignty issues. Each chapter contains a content outline, narrative material, exercises both in and following the narrative, references, and suggestions for further reading. The manual also contains an annotated bibliography of approximately 200 related items. Each entry contains the author, title, publication date, and annotation for the item. The appendices contain information regarding writing political letters and list the membership of various congressional committees. (SB)

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OHOYO TRAINING MANUAL

Leadership: Self Help

American Indian-Alaska Native Women

Developed and written by:

Sedelta D. Verble
M. Frances Walton

MAY 1984
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PREFACE

"...it is very important for Indian people...Indian women to get training. Without it, we won't know how to respond to threats to our existence and take initiatives to prevent their occurrence ...act instead of react," stated Viola Peterson (Miami of Indiana). In essence, the foregoing comment states the purpose of *Ohoyo Training Manual*. It is a response to the need voiced by AI-AN women for materials focusing on issues deemed important in Indian Country.

To respond to the need, Ohoyo Resource Center conducted a literature review of materials accumulated from computer searches of business and educational data bases in the five areas cited below which netted over 1,000 sources. Other outreach efforts included requests to over 200 Indian and women's organizations for materials relating to our topics. The most important source of information proved to be AI-AN women themselves. Almost 100 Indian women were interviewed for their perspectives and knowledge in the general *Manual* categories. Information gleaned from these interviews, review of materials and analysis of 1980 Census Bureau statistics provided the base for original data in the *Manual*. In all, almost 2,000 pieces of information were reviewed for possible applicability to the *Manual's* contents.

The result is a first attempt to fill the void in existing literature relating to women and minorities by providing Indian-women specific materials addressing the unique economic situation of AI-AN women and their potential for development.

Five major areas considered vital for improving the status of AI-AN women include:

- learning leadership development techniques which have wide applicability in many areas
- targeting nontraditional fields of employment where Indian tribes need expertise and where future job opportunities appear to require "learning how to learn" as fast-paced changes are occurring in technological fields
- promoting business ownership and entrepreneurship skills for personal and tribal benefit by developing businesses to provide "jobs at home" and strengthening local economies

- encouraging increased involvement of AI-AN women in the political process to impact policy changes as a candidate, campaign worker, public office appointee or coalition builder
- identifying key sovereignty issues which affect all Indian people--action comes from awareness and although it involves complex legal issues, sovereignty draws its strength from grassroot efforts, knowledge and advocacy

In essence, the focus of the entire effort is on development of personal and tribal sovereignty. The sovereignty chapter is purposely the *Manual's* last because it represents the highest calling for Indian women's leadership skills--development of non-traditional careers, entrepreneurship and political participation are all ways we can apply leadership to achieve sovereignty.

-Sedelta Verble and M. Frances Walton

ACKNOWLEDGEMENTS

Ohoyo Training Manual would not have been possible without the contributions and cooperation of many individuals, groups and organizations. Although time and space do not permit a complete listing, the writers wish to express their gratitude to each individual, especially AI-AN women consenting to interviews, who so generously shared materials and time. Together, we have produced a product which far exceeds original expectations.

Particular appreciation is expressed to manual and conference support committee for dedication, critical comment and direction. The committee included Glenda Ahhaitty (Cherokee), Community Service Coordinator for Rockwell International, Los Angeles, CA; Ruth Arrington, Ph.D. (Creek), Coordinator of Indian Studies, Northeastern State University, Tahlequah, OK; Ada Deer (Menominee), former Tribal Chair and current Lecturer, School of Social Work, University of Wisconsin-Madison, who is also serving as Conference Program Coordinator; Lucille Echohawk (Pawnee), Manager of External Affairs, Council of Energy Resource Tribes, Englewood, CO; Roberta Ferron (Rosebud Sioux), Attorney and Affirmative Action Director, University of Kansas-Lawrence; Joann Morris (Chippewa), educational consultant and writer, Washington, DC; Lee Piper, Ph.D. (Eastern Cherokee), Director of Multicultural Student Services, Highline Community College, Midway, WA; Lois Steele, MD (Ft. Peck Assiniboine), Indians Into Medicine (INMED) Program Director, University of North Dakota-Grand Forks; Elizabeth Yellowbird Demaray (Arikara), INMED Assistant Director and 1983 On-Site Conference Coordinator and the rest of the INMED staff for their invaluable assistance.

Of special note are the contributions of Joann Morris (Chippewa). Her background in Indian-specific curriculum development and training provided an unique source for "how to" segments of the *Manual*. Exercises which apply text concepts are among her many contributions to the effort.

In addition to Ms. Morris, staff also wish to thank Indian women who contributed other major segments to the *Manual*. Among these are Owanah Anderson (Choctaw), Ruth Arrington (Creek), Roberta Ferron (Rosebud Sioux), Viola Peterson (Miami of Indiana), Lee Piper (Eastern Cherokee), Violet Rau (Yakima), Naomi Shepherd (Nez Perce), Janine Pease Windy Boy (Crow), and Ethelou Yazzie (Navajo).

Organizations which should be recognized for material contributions include Americans for Indian Opportunity, Washington, DC, for segments from *You Don't Have To Be Poor To Be Indian,* American Indian Science and Engineering Society, Naugatuck, CT; Center for American Women and Politics, Rutgers University; Council for Navajo Women, Arizona; Council of Energy Resource Tribes, Englewood, CO; National Women's Education Fund, Washington, DC, for *Campaign Workbook* Abstract; Native American Rights Fund, Washington, DC; Northeastern State University MBA-Tribal Management Program, Tahlequah, OK; Northwest Regional Educational Laboratory, Portland, OR, for contributions from *Women in Nontraditional Careers (WINC) Training Manual;* United Indian Development Association, Los Angeles, CA; Women's Educational Act Publishing Center, Newton, MA.

A special note of appreciation is also extended to Ohoyo staff Owanah Anderson (Choctaw), for direction, Charlene Onstott for masterful typing of camera-ready materials and Deborah Antwine (Comanche) for outreach assistance, in addition to their support, patience and cooperation.

HOW TO USE THIS MANUAL

by Joann Morris (Chippewa)
Consultant/Contributing Writer

☐ Note to Participants: Leading Yourself

As an American Indian-Alaska Native woman you are one of our most important resources. Each of us possesses more talent, intelligence, knowledge and skills than we are now using. Learning to maximize all our abilities to achieve personal and tribal self-sufficiency is a shared objective.

Be Committed to Yourself

If you are using the *Ohoyo Training Manual* as an individual learning tool, make a commitment to yourself to gain benefits from it. Acknowledge that the time and energy you plan to devote to your leadership potential are important and valuable: for yourself, your family and your community.

Read the Manual

You are urged, though not required, to work through all chapters of the manual. The first chapter on overall leadership development is essential to all trainees. It lays the groundwork for the focus of the manual. Each of the remaining four chapters highlights a different arena in which leadership skills may be demonstrated and/or developed further.

Some readers may feel they are not interested in a particular chapter. For example, you may desire becoming more politically astute and capable, with few desires to open a business of your own. Thus, the chapter on entrepreneurship could conceivably be disregarded. However, readers may find that material covered in a chapter they skipped actually sparks some interest in them. Others may be surprised when exercises used in one chapter have the effect of helping them crystalize ideas and thoughts from another chapter. Use your best judgement when determining how much of the training material you want to utilize.

As you review the contents of the manual, you will note that each chapter follows a similar format:

- Chapter content outline
- Narrative material covering a variety of related topics
- Opening exercises interspersed in the narrative
- Follow-up exercises for additional individual or group work
- References to gain more in-depth understanding of the narrative
- Suggestions for further reading

Do the Exercises

A variety of exercises is provided to maximize your learning experiences. Do as many of the exercises as possible. Involve yourself. The manual is designed to be action-oriented. Be willing to bring a great deal of yourself to the training/exercises, so you can expect to receive maximum benefits. Feel free to adapt the exercises to meet your individual needs. As you read each idea and new concept, ask yourself the following questions.

- How can I use this idea?
- How does this concept fit my life situation?
- What can I do today to put this principle into action?

Maintain a Schedule

Decide on your schedule to work with the manual and stick to it. Remain committed to your goal to complete as much of the manual as you agreed. Take every opportunity to use your new insight and skills. Note how certain skills and abilities are useful in many other areas of your life.

Return Again and Again

In further months, you are free to return to the manual to review its contents and repeat those exercises you found particularly helpful. We are constantly changing, growing and seeking new visions. Use the *Ohoyo Training Manual* to aid you on your continuing quest.

□ Note to Trainers: Training Others

It is important to reach an ever-widening pool of American Indian-Alaska Native women with the leadership concepts and exercises included in this manual. Those who agree to be responsible for training others will want to keep the following points in mind.

Enlist the Trainer(s)

You need not feel you must conduct the entire training by yourself. Engage other local women in your community to become co-trainers. Each women can be responsible for designated parts of the manual or of a chapter. Invite local role models to the training. Bring in other Indian women as speakers. Do local taped interviews of female elders and other women unable to be present and play them back to the trainees.

Target the Trainees

Who should you target as trainees? Invite your family, friends, neighbors and other community members to share in the training experience. If you belong to other groups or serve on various organizational boards or committees, consider your colleagues as prospective invitees.

The long range goal for the manual is that it reach as many American Indian-Alaska Native women leaders and potential leaders as possible. This can be achieved by outreaching to elected tribal officials, native women's organization, AI-AN women's studies programs, community college instructors and counselors, teachers of young Indian women, youth groups, gifted female students, career education specialists and all others interested in promoting equal opportunities for AI-AN women.

Make use of local resources to involve more women. Ask the tribe, local Indian community center, local YMCA and other organizations to assist in announcing and/or doing a mailing for the training session. They may also be able to provide a training facility and other resources. Local community colleges, women's studies or Indian studies programs, and others may be willing to co-sponsor the event and/or to make copies of the training materials for you.

Determine the Training Schedule

The training is designed to be completed in five workshops, one per chapter. The trainer may determine it is best to conduct the training over two consecutive days (Saturday and Sunday) or 2½ days (Friday evening and all day Saturday and Sunday) to provide a total immersion into the training. Or, based on the community, it may be best to provide one 2½-4 hour workshop once a week for five weeks. Ideally, any one of the chapters could require an entire day or more to fully cover the topic, but we don't generally have the luxury of unlimited time.

You may want to take advantage of holidays not considered family holidays when trainees may have more time available to them. You might also want to consider teaching only a portion of the manual (e.g., chapter one on overall leadership development) in conjunction with other local conferences and annual meetings to introduce your community to the training and to gauge their receptiveness to the full training program.

Know Your Material

For maximum effectiveness, the trainer's understanding of the contents of the training package is essential. You must know the intent of each chapter and feel comfortable with it. It is not necessary to use the narrative material as a script to be strictly followed.

Revise and Expand the Material

Each chapter of the manual should be reviewed and revised as appropriate for your community. Read all the exercises and select those which will fit your proposed audience. Make any necessary revisions. Or devise new ones. You might want to begin compiling a trainer's portfolio including books, documents, lists of supplementary audio-visual materials, lists of local resource people and role models, and other print and non-print materials you've located that relate to the topics.

Consider Group Dynamics

It is best not to overemphasize lecturing to the trainees. Background, content material is helpful and should be transmitted but the key to a successful training session is in allowing trainees to dialogue silently with themselves, to learn more about who they are and what they want out of life; and in allowing dialogue between trainees to share experiences and encouragement.

There are a variety of group experiences you can share with the trainees. Consider using the following:

- Trainer(s) - class of trainees
- Dyads (one to one), Partners
- Triads (three people working together)
- Small groups of 4-6 persons
- Larger groups of 7-10 persons
- Divide the trainees into two groups (half and half)

The group dynamics you select will depend on the size of your trainee population, the type of exercise you are doing (with a little imagination, most of the exercises can be adjusted to accommodate either large or small groups), and the size and adaptibility of your training room or facility.

Plan the Training Format

It's important that the trainer carefully plan the format of the training sessions. Remember the following points when doing your planning.

- Arrive early enough (usually at least one hour) to set up the training room and check materials and all last-minute details.
- Welcome each trainee.
- Introduce the trainer(s). Request each trainee to introduce herself or another trainee.
- Clarify the purpose and objectives.
- Introduce the *Ohoyo Training Manual*.
- Maintain your agenda.
- Review the salient points from the previous session when training on different days.
- Remember that the training approach is to be experiential. Trainees will learn by doing. Encourage their active involvement.
- Draw on trainees' experiences. Incorporate their works and examples.
- Pace activities so as to maintain trainees' attention while allowing time for processing information.
- Be flexible. Adapt the training to meet immediate needs.
- Maintain your sense of humor.
- Review the material covered at the end of each workshop.
- Evaluate the training.
- Evaluate yourself and your training colleagues.
- Maintain an ongoing, ever-growing list of trainees.
- Learn from your experiences.

Congratulations!

It requires a lot of time, effort, coordination and commitment from the heart to plan and implement a training program for other American Indian-Alaska Native women. You volunteer trainers are to be commended. As you conduct the workshops, you will find yourself becoming more efficient and more effective as a trainer. In addition, you may find that working with others and observing their growth is a meaningful experience for you and constitutes the best reward you could receive.

The Final Examination

How will we know we've been successful? In training session, one can obtain immediate feedback by requesting trainees to complete an evaluation form to determine how effective the training was for them. Outside of a training situation, we should be able to experience an increase in the networking taking place in our local communities and across Indian country. We should also see an increase in the number of native women in leadership roles at all levels: community, tribe, city, county, state and federal. We can watch for roster changes of local advisory committees, tribal councils, trade unions, human relations commissions, chambers of commerce, county- and state-appointed positions, private sector boards, elected offices and federal placements to include growing numbers of American Indian-Alaska Native women.

We have much to look forward to. One day soon the skills and talents of half our AI-AN population, our women, will be equitably distributed in all occupations and leadership roles across the continent. Thank you to all you trainers and trainees for making this shared dream become a reality.

A CHECKLIST FOR TRAINERS*

ITEM	NEEDED	COMPLETED
MATERIALS:		
Name tags		
Magic markers		
Newsprint and stand		
Masking tape		
Paper/writing pads		
Pens, pencils		
Posters, visual aids on walls		
Locator sign to training room		
Locator sign to restroom		
Other:		
EQUIPMENT:		
Wastebaskets		
Overhead projector		
Grease pencils		
Film/slide projector		
Electrical outlets		
Extension cords		
Location of light switches		
Screen		
Ashtrays		
Water pitchers and water		
Enough chairs, in desired arrangement		
Table setup		
Additional workspace		
Location of room temperature controls		
Other:		
PARTICIPANT MATERIALS:		
List of participants		
Training manuals and handouts		
Other:		

A CHECKLIST FOR TRAINERS*
(CONT'D)

ITEM	NEEDED	COMPLETED
TRAINER MATERIALS:		
Agenda		
Lunch arrangements		
Coffee break arrangements		
Record of responsibilities assigned to co-trainers/guest speakers		
List of participants		
Training manual and handouts		
Supplementary resource materials and books		
Transparencies		
Films, slides		
Audio tapes		
Evaluations		
Other:		
AFTER THE WORKSHOP:		
Immediate trainer feedback		
Review evaluations		
Remove newsprint from walls		
Ready equipment to take home		
Leave room in best possible condition		
Distribute list of names and addresses of trainees and trainers to all participants.		
Complete any other followup promised to trainees.		

---

* Adapted from Women's Leadership Development Training Series, Group Process Skills, Level II, Module 2, National Education Association, Washington, D.C., 1982.

EXERCISE TO INTRODUCE THE TRAINING MANUAL

Advise the trainees you want to introduce them to the *Ohoyo Training Manual* but cannot take the time to allow a thorough review at this time. Thus, to familiarize them with the manual in as succinct a manner a possible, they will be divided into seven groups each assigned a separate section: introduction and six chapters.

Each group will take no more than 15 minutes to review and discuss their assigned section. The specific tasks of each group will be to:

- Review the contents of their section,
- Prepare a brief 2 - 3 sentence summary of the contents,
- Select one exercise to highlight, and
- Designate a spokesperson for their group.

After the time limit, ensure each group is finished. Begin the reports to the full group, starting with the introduction and working in numerical order through the remaining chapters. After completing this overview of the manual, remind trainees they are encouraged to review the full contents at their own pace in the evenings or during other free periods.

LEADERSHIP: Theories and Skill Development

I. Overview

II. Introduction: Cultural Values and Leadership Development

III. Indian Women Leaders: A Tradition - A Necessity

IV. Leadership: Theories and Perspectives

V. Skill Development: Action-Oriented Approaches to Leadership

VI. Self-Concept Enhancement: The First Step

VII. Begin at the Beginning

VIII. An Aside: Chuckling All the Way to the Bank . . . The Board Room . . . The Council Chambers

IX. Assertiveness: Putting Thoughts into Action

X. Vision: A Leadership Necessity

XI. Decision-Making: The Vision Quest

XII. Conflict Resolution

XIII. Networks and Coalitions

XIV. Time Management

XV. Parliamentary Procedure

XVI. Summary

XVII. Activities, Sources, Resources and Suggested Reading

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LEADERSHIP: THEORIES AND SKILL DEVELOPMENT

☐ Overview

Behavior specialists have defined a leader as one who "influences or directs the behavior of others within the group." (Owls, 1977) Some of us may be taken back by the words "influence" and "direct," but let's examine this definition for a moment. It contains no reference to gender, race, officeholder or abuse of those who are led. It does not even state that a leader is a group's president, and information gleaned from American Indian-Alaska Native (AI-AN) women leaders prove this perspective to often be true in Indian Country. As we progress through this chapter, we will learn that the difference between "good" leaders and "bad" leaders is HOW they influence or direct others.

It was also learned through interviews that in order to be a leader, an individual must possess a core set of qualities applicable to a wide-range of activities. Leadership skills are necessary to be a good student, tribal chair, program director or committee member; whether we work in a nontraditional field, have our own business or operate a tribal enterprise, are involved in any aspect of the political arena--tribal or otherwise, or are working to achieve tribal sovereignty.

The purpose of this chapter then is twofold: (1) to present an overview of leadership theories and the perspective of AI-AN women regarding leadership and (2) to outline some of the necessary skills for leadership and ways to develop them.

The AI-AN women interviewed have leadership roles in a variety of areas: tribal politics, academic and Indian sovereignty issues; tribal and geographical balance were also considered. Although responses to many interview questions led to others, each was asked the following set of core questions:

- You are considered to be a leader by your peers. To what do you attribute this?
- How would you define leadership? What are the characteristics of a good leader?
- Is it traditional for women to be leaders in your tribe? Should Indian women participate in tribal, community national affairs?

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- What are the greatest strengths/failures in Anglo-society leadership? What differences are there between the needs of tribal leaders and Anglo-leaders?
- What are your short/long term goals--for yourself, for your tribe?

It must be remembered that there are approximately 281 federally-recognized American Indian tribes and 219 Alaska Native groups in the United States, each with its own traditions, culture and history. The answers provided by the women interviewed revealed divergent and common perspectives. To insure wide-range applicability, common threads were wove together to form the philosophical base of the chapter. The skills presented here are ones AI-AN women determined to be of greatest need in Indian Country and input was sought on how to apply them to Indian issues.

From the contents of this chapter and those that follow, we hope you will gain knowledge about how to use these skills personally, professionally and for your tribe.

☐ Introduction: Cultural Values and Leadership Development

by Joann Morris (Chippewa)
Consultant/Contributing Writer

Native North American women have many opportunities and challenges ahead of us in the 1980's and future decades. There now exist many avenues to keeping roles and arenas open to women in contemporary society. However, before treading into the area of leadership development, it is important to stop and consider the impact our culture may have in our journey.

A dream shared by many women is to become the best possible human being we can. Many contemporary Native women have already made this commitment to excellence and are working at it in their daily lives. Others of us are beginning to recognize our potential and are seeking ways to use our skills.

Whether one is a veteran leader or a neophyte, enhancing one's leadership skills is an important activity. The desire to improve oneself implies a willingness to examine those factors, internal and external, which could influence one's personal development. An *internal* appraisal implies looking at all aspects of ourselves: talents and abilities, character strengths, physical health, level of perseverence, and other factors.

And we must consider honestly the *external* influence of others' opinions on us and our aspirations. Family members may either question or foster our vocational goals. Tribal members may think us foolish or farsighted. Whether we receive resounding encouragement or not, if our dream is important to us, we will persevere and not be deterred by others' persuasions.

Most books written for women remind us that we are always having to contend with the male influence in the world of work and elsewhere. Most women, including AI-AN women, have recognized and experienced that fact. What often goes unrecognized by the general public is that we Indian women have likewise had to contend with an Anglo-American world view, which differs radically from our own.

The term world view is used to describe the way an individual or group "sees" the world and their place in it. According to a Tewa anthropologist, "World View provides people with a distinctive set of values, an identity, a feeling of rootedness, of belonging to a time and a place, and a felt sense of continuity with a tradition which transcends the experience of a single lifetime, a tradition which may be said to transcend even time." (Ortiz, 1977: 591)

As members of family-oriented tribal societies, we are accustomed to being affected by group-held values, beliefs and behaviors. Nonetheless, it remains important to all leaders-in-training to gauge the impact of their family's opinions and their tribe's value system on them.

We rarely discuss the importance of group-held values and their influence on our lives, but they cannot be underestimated. A value can be defined as something, such as a principle or quality, intrinsically valuable or desirable. Often AI-AN women and men are unaware of the discrete tribal values impacting them. They have become a very natural part of our thought and behavior patterns.

It is now acknowledged that the world view commonly shared by most AI-AN people varies greatly from that of the dominant society. While most people hold certain values in common, e.g., goodness, courage and honesty, there remain distinctions that can be made between Indians and non-Indians.

Selected values or principles considered important to AI-AN groups are in total opposition to Anglo-American values. Most Indian women and men sense the differences and may experience major or minor cultural clashes, but the majority would find it difficult to pinpoint or easily articulate the divergence between themselves and non-Indians. Most Anglo-Americans are totally unaware how dissimilar their world view, with its accompanying set of values, is from that of the Native peoples of this country.

The suggestion of discussing differences between AI-AN groups and Anglo-American society tends to arouse fear in the hearts of some. Yet we must recognize that differences themselves are not to be feared; only our reaction to them has the potential to be either positive or negative.

If a portion of our long-range personal goals requires working with and/or living among non-Indians, it seems wise to review the influence the two different cultures have on each other.

While it is difficult to generalize for almost 500 separate tribes and entities, it is not impossible. There are several core AI-AN values about which Indian authors have written. But we must also keep in mind that there are exceptions to every generalization. Individual differences abound.

All ten of the core beliefs and behavior patterns highlighted herein were more prevalent in times past. They continue to exert influence over us but to varying degrees. It would be unrealistic to think that AI-AN principles and qualities have not been affected by Anglo-dominant values and behaviors. But the extent to which an individual has been influenced by mainstream America varies greatly.

There are some AI-AN women and men who prefer to hold strictly to traditional values and customs. Others have assimilated and follow an Anglo lifestyle. The majority of Native people are philosophically somewhere between these two points of view.

It is particularly important for AI-AN women to feel they have the choice to be anywhere along that imaginary traditional-to-assimilated spectrum. No one is suggesting to Indian women that in order to be a leader, they must take on more of the behaviors and beliefs of the dominant society.

If one's career goals imply greater amounts of interaction with Anglo-Americans, it would be valuable to understand their ways without feeling compelled to also emulate them. We needn't fear that we have to change or give up a part of our Indian identity or world view. Those can remain intact and provide the basis for our strength and inspiration. The pressure to conform to Anglo values will be ever-present but we now recognize that we have choices.

Similarly, if one is working for a tribe or Indian organization, one needn't feel one must withhold certain skills out of fear that others will consider your leadership behavior non-Indian or non-traditional. A balance must be achieved.

Let us take the opportunity to examine selected values (principles and qualities) to demonstrate the divergence between the Indian and non-Indian world view and to stimulate the reader to consider how a cited value or behavior has influenced them or may affect them in the future; occupationally, educationally and socially. The discussion will relate each value to the leadership skills covered in the manual.

Cultural Traits

Balance vs. Inbalance

A concept that is central to the world view shared by most AI-AN groups is that all things in the universe are dependent on each other. All life forms, while retaining their own individual function and special place, are dependent on and share in the growth and work of everything else. By one's behavior, Indians feel that you demonstrate your understanding of the balances that exist in the natural world. If there is sickness or hardship, it's believed that the necessary balance or harmony has somehow been destroyed. In our work to improve ourselves as individuals and as examples of AI-AN womanhood, we are aiding in restoring balance to our people.

The respect we accord the concepts of interdependence and harmony contradicts the importance non-Indians place on controlling and asserting mastery over the natural world, including other humans and the animal, plant and mineral kingdoms. Some of our work as AI-AN leaders may require us to confront this opposing world view and to speak to the need for balance and harmony on the planet.

Assertion vs. Aggression

Most AI-AN groups did not and do not accept aggressive behavior in their tribal members. We shun domineering, disrespectful regard for others. Being assertive was acceptable, however; being assertive implies quiet strength. But aggressiveness is more readily accepted and openly respected by the dominant society. A further discussion of this basic difference in cultural viewpoints is provided in this chapter.

Non-Verbal Skills vs. Verbal Skills

Another behavior greatly admired by Anglo society focuses on verbal skills. AI-AN societies recognized the value of and need for tribal orators and historians, but talking merely for the sake of talking was not encouraged. In social interactions, Indians stress the feeling or emotional component rather than the verbal. Ideas and feelings are conveyed through behavior and speech, rather than speech alone. There is also a silent language still "spoken" between Indians; words do not always need to be uttered. When AI-AN women do not engage in small talk, we may be viewed erroneously as shy, withdrawn, unsociable or disinterested. While Indians often speak slowly, quietly and deliberately, dominant society behavior encourages rapid manipulation of words, usually in great quantity, to make a point. Among non-Indians, it is considered essential to have strong verbal skills to be able to out-talk or out-argue another.

Since the dominant society generally values speaking over listening, their children learn early in life to speak up and state their opinions. There may be additional emphasis placed on the importance of one's own thoughts, rather than on the thoughts, opinions and needs of others.

Because AI-AN people developed their listening capabilities to a fine degree, many of us possess a keen sense of perception which quickly detects insincerity in others. Many AI-AN groups simultaneously retain sharp observational skills. In contemporary society, we witness instances where Indian pepole easily perceive non-verbal messages and signals. These skills (listening, observation and the careful use of words) would be great assets to the contemporary leader.

Cooperation vs. Competition

Particularly when attending school or working in Anglo society, American Indians and Alaska Natives will note the sharp contrast between the two opposing values of cooperation and competition. Historically, AI-AN groups and bands formed a cooperative way of life in harmony with nature. Our needs were met and we shared what nature provided. A strong sense of universal dependency existed. Competition within the group was rarely done. Approved behavior includes improving on and competing with one's own past performance, however. We are all encouraged to be the best person we can be.

In the dominant society, competitive achievement is a must to climb the ladder of success. Competing with one's peers and colleagues, particularly in the business world, is strongly reinforced. It may be necessary for AI-AN women to tolerate or accustom themselves to a more competitive environment particularly if they intend to work in the private sector or to move up an hierarchical ladder.

Group Emphasis vs. Individual Emphasis

Among tribes, emphasis has always been placed on the group and the importance of maintaining group harmony. The needs of the tribe or band are considered over those of the individual; whereas in the Anglo-dominant world, the concepts of rugged individualism and egocentrism are emphasized both in school and the workplace.

If one has always accepted the tenent of group ownership being more important than individual ownership, AI-AN women may initially experience internal conflicts when considering establishing their own business or when otherwise going out on their own. However, this need not be a problem when they realize they are providing a needed service in the community, hence, group needs continue to be the focus.

Non-Materialism vs. Materialism

In contemporary Anglo society, success is measured by the amount of material goods one accumulates. Becoming an entrepreneur or becoming financially successful in other ways may cause some AI-AN women to question the extent to which they are being influenced by the dominant society's materialistic goals. In the past, acquiring material goods for the sake of personal ownership and status was not looked upon favorably. Among many tribes, the individual who accumulated goods was often viewed with suspicion and fear.

Modesty vs. Vanity

The AI-AN leader interested in entering the political realm, either to run for an office herself or to campaign for others, may be affected by two behaviors adhered to yet by many tribal groups: modesty and what may be termed personal reserve. To be actively involved in politics often requires that we promote ourselves for an elected or appointed office. To do this, we have to become accustomed to drawing attention to ourselves and our accomplishments. This may run counter to the value assigned to behaving modestly and not promoting self over others.

Personal Reserve vs. Openness

In a similar manner, AI-AN women entering the political arena and other business fields, may sense an inner conflict about needing to appear open, friendly and verbose with complete strangers. Most Indian people exhibit a sense of reserve and personal caution, particularly when among Anglo-Americans. The caution often stems from past experiences and a lingering hesitancy about how we will be treated by non-Indians. Indian female leaders will need to arrive at a comfortable balance between being confident and gregarious, and appearing superficial.

Time as Flowing vs. Time as Fleeting

Another cultural difference that may influence AI-AN women workers involves our perception of time. We jokingly refer to "Indian time," but it is true that the traditionally-held Indian view of time differs radically from that of Anglo society. To AI-AN people, time may be described as flowing, as always being with us, rather than as being forever fleeting.

Importantly, many Indian languages contain no word equivalent to time. To the Anglo work world, time is a most important factor; in fact, "time is money." Time is fixed by the clock. Careful scheduling of activities is important to ensure using every minute. If we have not yet learned to adjust ourselves, even temporarily, to the Anglo view of time, we may have a difficult time working with and among them.

Orientation to Present vs. Future Orientation

Along similar lines, many AI-AN people have been described as living primarily in the present. This behavior may result from having lived in nature where one sought one's needs daily. It may also be closely tied to the philosophy that one should be more interested in being as opposed to becoming. Often school counselors complain of difficulties working with AI-AN youth and getting them to think about their future. Indian women leaders may need to remind ourselves and others that our people usually thought at least five generations into the future. We may need to reorient ourselves, including our children, to thinking and planning along those lines.

There are undoubtedly other cultural and personal determinants each of us will have to face on our road to becoming more effective leaders. We can take heart in the knowledge that we are not alone in our desire to challenge and grow. Many more strong American Indian and Alaska Native women have forged careers against odds oftentimes greater than those we face today.

Let us keep in mind women such as Dr. Rosa Minoka Hill, a Mohawk and the first woman doctor among the Oneida; Sara Winnemucca, the outspoken Paiute author and political champion; Alice Lee Jemison, the Seneca nationalist; and Gertrude Simmons Bonnin, the 19th century Sioux writer and political spokeswoman.

If we feel discouraged and begin to question our choices, let us remember other Native women who have forged trails long before us.

Read the words of contemporary AI-AN women interspersed throughout the manual. Know that you are not alone.

Many AI-AN women are forging new pathways. On your journey, there may be those who will attempt to misinterpret our tribally held values and principles to keep us from excelling. Do not allow yourself to be swayed from your goals and dreams. Do not allow others' interpretations of your personal value system to inhibit you from your positive work. Keep on your path. Make the ground ever firmer and the roadway wider for our contemporary sisters as well as for those AI-AN women who will come behind us in future generations.

□ Indian Women Leaders: A Tradition - A Necessity

During the last dozen years, when contributions of women and minorities to the fiber of the country have been re-assessed, it is regrettable that the variety of roles played by women with the diverse cultures have been so profoundly downplayed. Absence from American history is not unique to AI-AN women, although it appears that we have been the most victimized and stereotyped by historians. (Ohoyo Ikhana, 1982: vii)

Before progressing further in the chapter, it might be helpful to review (1) why this happened and (2) why leadership roles for AI-AN women are traditional in many tribes. Simply stated, the answer to both questions is that Europeans were patriarchal and many Indian cultures were matrilineal. As a result, there was a clash of social systems.

Patriarchal Perspective

In the patriarchal culture, women were considered little more than property and were totally dependent upon men for their livelihood. Anthropologist Nancy Lurie wrote, "Whether the cosseted darling of the upper class or the toil-worn pioneer wife, the White woman was pitifully dependent through life on the whims and fortunes of one male, first a father and then a husband. Bereft of virtually any political rights..."

Drawing from patriarchal conditioning, early Europeans superimposed the above values while attempting to interpret Indian cultures and male/female roles. For example, when observing Indian women planting and building shelter, work that normally men did in European societies, early historians assumed that Indian women were coerced to perform such tasks and concluded they were just chattels of men--that men owned them in body and soul. (Bentz, 1982: i) They also had no recognition or understanding of the unique and distinct histories, customs and cultures of traditional Indian societies or the diverse roles individuals played within them. In other words, Indian cultures were monoculturalized and denied individuality.

Matrilineal Perspective

Conversely, while conditions varied from tribe to tribe, many Indian societies were and still continue to be matrilineal. The line of descent is through one's mother which conveys a great amount of power. Some Indian cultures are also matrifocal--the mother role is culturally elaborated, valued and structurally central and matri-local--the daughter takes the husband to live at her mother's home. In these societies, Indian women as individuals and groups had a great deal of power and authority over their lives and held various leadership roles. Men and women worked in partnership--there were tasks for men and women, and both were valued by the other and vital to survival. (Niethammer, 1977: xii)

Being almost exclusively male, and coming from a culture in which male activities were the only ones of note, early explorers could not comprehend the many roles of Indian women and their importance in tribal societies. For example, it is sad, but amusing, to read the conclusion of Louis H. Morgan after close observation of the Iroquois: "The Indian regarded women as the inferior, the dependent and the servant of man. And in her nature and habit, she actually considered herself to be so. (Bentz, 1982: 1) Yet, it is said that Iroquois women reached the maximum of public power in their society. They selected council members, had power to remove them if their performance was poor and held half of the ceremonial positions. The matrilineal Iroquois were so misunderstood that colonists sabotaged their own treaties by making them with men who did not have sole power to make such decisions.

Though scant, there are references to different roles of Indian women in explorers' journals. In 1540, DeSoto noted his encounter with a Yuchi women leader in Florida and a certain shock at discovering Choctaw women fighting beside men in defense of their homeland on Mobila Bay (Alabama).

Contemporary Perspective

However, for the most part, the misconception and lack of knowledge about Indian women's roles continues today. In 1981, when Ohoyo published identification of 69 (1982 update 59) women who were elected "chiefs" of their tribes, an academician inquired for date of the first woman's elevation to head her tribal governing body, thinking it was a result of the "women's movement."

Phyllis Cross (Mandan-Hidatsa) notes the continued misunderstanding by the Anglo society, "I think there is a difference between Anglo women and Indian women in terms of leadership roles. Indian women have never lost their leadership roles, where Anglo women have to reclaim it. This is where we have our confusion with NOW (National Organization for Women) and other groups. We've been against a lot of other stuff, but we've never been relegated to the 'stay-at-home, watch TV and don't try to be better than your husband role'."

AI-AN women interviewed for this portion, were asked the question, "Is it traditional for women to be leaders in your tribe?" Though the wording varied, their responses echoed the same theme as the following samples reveal:

Rose Robinson (Hopi) commented, "All the women in my tribe are in leadership roles because we are matriarchal, and have been in the past. They're just not known nationally." "Absolutely. The women were clan mothers, traditionally and historically, but not visibly in the present which is a real loss," replied Rayna Green (Cherokee). Gay Kingman (Cheyenne River Sioux) responded, "It depends, because sometimes leaders are not always the people in the power positions. We've always had women on our Tribal Council and serving as representatives of certain districts within the reservations, we've just never had a tribal chairwoman. There are a lot of women on the local level who exert an awful lot of influence."

Notice the comments regarding "influence" and "leaders are not always in the power positions." In many Indian cultures, women have a certain presence and control over tribal affairs although it may not be visible. Anglo outsiders might make the same type of mistake as their forebearers and not recognize that a difference between the two social structures is the type of power Indian women possess and how they choose to exert it.

Action Steps:

1. Is your tribe matrilineal or patrilineal?
2. Name some historical women leaders in your tribe?
3. Name some contemporary women leaders in your tribe?
4. Why do you consider the women you named leaders?
5. How do they exert their influence or power?

Participation Needed

Now that we have a better understanding of the continuing leadership roles for Indian women, it seems logical to follow it with a discussion of why Indian women should participate in tribal, community or national affairs. Part of the answer again lies in the matrilineal perspective. As Ramona Bennett (Puyallup) commented, "Women maintain the standard whether it's in the family or community. Show me a community where women are organized around the subject of education, and I'll show a community where kids and adults are achieving some academic excellence."

The other part of the answer is evidenced by the need in Indian Country for full participation of all members because conditions warrant it. Whether a tribe is patriarchal or matrilineal, members with leadership capabilities should step forward to advance Indian sovereignty. "Problems of American Indians are so vast and many that we can't stereotype people. We need members working at many levels in order to resolve Indian problems. Today, a number of women are tribal chairs, council members and leaders in various aspects of community life and some of these are traditional and some are modern positions. Indian women leaders are in positions traditionally assumed by men," stated Ada Deer (Menominee).

An example of the above is Juanita Learned, who is the first woman elected Chair of the Cheyenne-Arapaho Tribe in Oklahoma, a traditional partriarchy. "We were in a rut and I didn't like what was going on. I felt I could make changes and was just as intelligent as the next person. We now have women directors heading different programs and I feel we take more interest, follow through with things and don't leave them hanging," she commented.

Ruth Dial Woods (Lumbee), whose tribe is also patrilineal, voiced a similar viewpoint. "The problem I see in some Indian management is that we've become too political and have lost some traditional values. I think women can bring what I call real-life experience and the kind of perspective that has to do with real human issues and concerns. That element is not competitive nor politically expedient, but rather looks at the task to be done and sets out to do it."

The comments of AI-AN women in this section have hinted at various leadership styles and characteristics and the differences between their perspectives and other viewpoints. These differences will become more evident in the following discussion of leadership theories and views.

☐ Leadership: Theories and Perspectives

In the dominant society, definitions and characteristics of a good leader have long been the subject of debate and study. Almost as quickly as one theory is espoused, another one takes its place. For this reason, the manual will not designate one leadership theory. Instead this segment will review dominant society leadership theories developed by behavior scientists and will examine Indian women's views of (1) the failures and strengths of Anglo leadership in practice and (2) leadership roles characteristics.

Dominate Society Theories

Trait Approach

Before World War II, the trait approach to leadership ability dominated behavior science studies. Personality traits were related to leadership effectiveness. Since men were most likely in leadership positions, traits associated with a leader were aggressive, courageous, forceful, competitive, self-confident, achievement-oriented and independent. In other words, to be effective, a leader must be very dominant.

The trait approach proved to be a stifling environment for women. Traits normally associated with women such as emotional, passive, dependent, nurturing, intuitive and submissive were the opposite of those defining a good leader. As a result, this approach placed women in a double-bind: according to the culturally defined roles, women were unacceptable as leaders; if they acted according to the male roles, they were unfeminine.

As we will see later, "Research does not lend strong support to these assumptions. In fact, relationship between dominance and effective leadership is generally low and hinged upon a range of situational factors. No evidence can be found to link agressiveness to such skills as tackling challenging assignments, setting achievable goals, planning, organizing, persuading, conciliating and conveying enthusiasm.... [Effective leadership] depends on situation encountered. Consequently, when authors admonish female executives to be more or less aggressive, they continue to nurture the double bind for women." (OWLS, 1974,3) Add the race factor, and Indian women are placed in a "triple-bind" by the trait approach.

Group Studies

The next research focus concentrated on the actions of leaders and how they treated and interacted with followers. From this evolved studies of group processes which developed group task, function and maintenance roles (group harmony) and the leader's role in enhancing these processes. Theories expanded into socio-emotional concerns and task-motivated versus relationship-motivated styles of leadership. In other words, work-oriented and people-oriented styles were compared for effectiveness in motivating followers.

A. H. Maslow developed a "Hierarchy of Needs" list based upon the theory that human beings have certain basic needs which are the origins of most human motivation. These needs include:

- physical requirements (food, water, sleep, etc)
- safety (shelter, clothing, defense)
- belonging and affection (to love and be loved, accepted)
- self-esteem (feeling of worth among other persons)
- self-actualization (fulfilling potential)

The list is hierarchal because Maslow believed that they were interrelated and that certain needs had to be fulfilled before others could be realized. For example, if a person was worried about where the next meal was coming from, she would hardly think about being self-actualized. Once the physical and safety needs of a person are satisfied, the "higher" needs of self-esteem and self-actualization emerge. In order to be an effective leader, one must try to fulfill these needs for a group. However, it is often difficult for women to realize the higher order of self-esteem and fulfill their potential due to the cultural roles expected of them.

Situational Leadership

Researchers began to realize that no one style of leadership could be proven as most effective. As a result, situational leadership theories emerged which reflected the view that different situations require different styles of leadership. Some theorists combined the trait, group process and situational studies and concluded that leadership is contingent and interactive--the leader's personality or style is a factor, but so is the situation. These two variables act in such a way that task-motivated leaders are more effective than relationship-motivated leaders for some situations, but for others the opposite is true.

Golden Mean

Recently, the "Golden Mean" theory has emerged. Central to this theory is a structured mean between the poles of work-oriented and person-oriented leadership styles. Stogdill developed the mean after review of 25,000 books and articles on effective leadership. A model with behavior attributes is given below:

The Golden Mean

Work Oriented	Structured	Person Oriented
Authoritative	Lets people know what's expected of them Work-oriented but not autocratic or restrictive	Democratic Permissive Participative

Stogdill's premise is that leadership has little meaning without a task or goal to accomplish. To him, a figurehead is not a leader. With his structured approach, leaders motivate followers by challenging them to fulfill expectations and providing an environment which lets them achieve it.

Likert's Categories

Stogdill's approach is a condensation of four styles of leadership developed by Rensis Likert. Categories designated by Likert are: (1) exploitative/authoritative, (2) benevolent/authoritative, (3) consultative and (4) participative. The exploitative/authoritative style was used by many leaders in the past but those using it today would have trouble attracting followers. Behavior patterns for each category are provided in the exercise section. Likert believes the more a leader's style comes to the participative model, the more likely a group will succeed.

MAQ

An impressive study was conducted by Jay Hall in 1976. More than 11,000 managers were surveyed using an evaluation instrument he termed the "Managerial Achievement Quotient" (MAQ). The results are somewhat surprising in view of "power-oriented" styled normally associated with corporate business. Although simplified a great deal from his original study, Hall's findings revealed that effective leaders:

- Had a greater need for self-actualization
- Emphasized higher order needs (self-esteem and self-actualization) in leading others
- Had followers who rated self-actualization and self-esteem as their highest needs
- Had competent interpersonal skills
- Involved followers in decision-making and problem solving
- Rated themselves and was rated by followers as having a participative style of leadership (Burke, 1979)

These results emphasize that effective leaders attend to Maslow's hierarchy of needs in both themselves and followers and enlist participation in leadership as Likert proposed.

Although there have been many other studies, the above review presents some of the major patterns in theories developed by the dominant society regarding effective leadership methods.

Failures and Strengths of Dominant Society Leadership

Failures

In practice, however, Indian women believe Anglo leaders fail to adhere to the more promising theories of leadership styles. When asked to cite the failures and strengths in dominant society leadership, interview responses regarding failures fell into two categories: (1) Anglo leadership was not democratic (participative) and (2) materialism/power motivated leaders.

- Failing to listen and utilize everyone's opinion. They will never solve problems without using all of the people.
  --Viola Peterson (Miami)

- There have been a lot of abuses of power in their leadership. They are not serving the needs of the people and being servants of the people when they get into office. There's the big conflict. --Janet McCloud (Tulalip)
- Greatest failure is the unwillingness to recognize, understand, and appreciate the value of cultural pluralism and cultural diversity, which affects their decision-making. --Ruth Dial Woods (Lumbee)
- Money will control at any cost--that has been the rule. The general public has not really had full representation. I think the lack of female representation or the lack of recognition of the importance of female representation has resulted in some cruelty--nationally, internationally and certainly locally. --Ramona Bennett (Puyallup)
- Some of the leaders are in the roles for pure personal power. They think they are some magical person who has all the right answers. --Phyllis Cross (Mandan-Hidatsa)

Strengths

At the other end of the spectrum, Indian women viewed the strengths of Anglo leaders in terms of the system set up for leadership rather than individuals characteristics and how they put it to use.

- Strengths of the Constitution with representative government which comes right straight from Indian people. --Ruth Dial Woods (Lumbee)
- American Constitution with system of checks and balances, actually adopted from the Iroquois. If they would stick to their laws, it would be great. There's nothing wrong with the American system, it just never included Indians. --Janet McCloud (Tulalip)
- There have been legislators with ambition, compassion, who have struggled within the legislative process. It's usually a tiny voice calling out for reason, but it has been there throughout American history, or there would be no Indians, no minority.... --Ramona Bennett (Puyallup)
- Fairness, although that may sound weird to say. If there had not been a lot of fair people, we would never have survived. Some justice had to be done, or we would not have lived. --Rose Robinson (Hopi)

Indian Women's Views: Roles and Characteristics of Leaders.

Keeping the preceding information in mind, let's now review the comments of Indian women regarding their perceptions of the roles of leaders and leadership characteristics. The statements, comparisons and differences with Anglo society views may be surprising to some.

Leadership Roles

- I believe there are different types of leadership. There's the Western European style of leadership that stems from nobility and elitist kinds of leaders which is related to us in today's society. Today I call them bureaucrats. A lot of our tribal leaders today are these people, program administrators are not elected by the people oftentimes and they're making all types of decisions that affect our lives without our participation or even our knowledge or approval. The decision-making process has been usurped from us and I find this a very bad type of leadership, whether they're trying to do good or not. There are also tribal leaders who are elected by the people they represent. In traditional societies, we also had different kinds of leaders. We had the diplomats, the war chiefs, etc., who were men and women. It was the quality that came out in you that defined your leadership. When a situation or crisis arose, who could step forward and resolve it? That was the kind of traditional leadership roles our people had. --Janet McCloud (Tulalip)
- I think leadership comes in many different forms and has to be defined in terms of what is needed. I might be a mental type of leadership--to gain some knowledge. A leader is not necessarily the same thing all the time. It can be somebody who gives you spirit when you need it; other times it can be somebody that stands out in front, or someone who has org[illegible]zational skills and can get something done. --Phyllis Cross (Mandan-Hidatsa)
- There are different kinds of leadership. Sometimes leadership is simply having good ideas and giving them away to people so that they can go on and do things that need to be done. I think sharing ideas is very important in leadership. The other thing that I think is important is training people, being a good mentor. A good leader is not someone who holds on to it and won't let it go. --Rayna Green (Cherokee)
- I think leadership is democratic, more of a group concensus, because all of us have certain talents. No one person has all of them. In order to really accomplish something, you have to depend on more than one person, and I think Indian leaders are democratic. --Gay Kingman (Cheyenne River Sioux)
- Leadership, the Indian intent of it, is that you are simply doing what you believe is best for all people, not as a singular person but as a representative of an entire group. --Viola Peterson (Miami)

Upon close examination, these responses manifest a wide variety of roles for Indian leaders. One striking conclusion can be drawn, however: leadership in Indian Country is defined by function. In other words, different situations require different types of leaders. It is ironic that only recently Anglo behavioral scientists reached similar views about leadership which have been practiced by many Indian societies for centuries. The difference, however, is that no one person in Indian Country is expected to fulfill all roles as is often the case in Anglo society.

In traditional cultures, there were village chiefs who were often clan leaders; there were war leaders, spiritual leaders, diplomatic spokespersons, etc. Leadership positions were based upon the ability to represent attitudes and values of tribal members. Such political structures bewildered early Europeans who came from centralized power structured states and expected to find one spokesperson for tribal groups. They failed to understand the diversity of Indian cultures. This misconception even continues today, for example, when Indian leaders are asked to present the "Indian" viewpoint or serve as a "token" Indian on commissions.

Leadership style in Indian terms is defined as democratic and representative. This view is very similar to the participative style of leadership described by Likert. However, concensus plays a very important role in decision-making for Indian groups which demands greater interrelationships among members than in Anglo groups.

Disenchantment with some current Indian leadership appears to be the result of these leaders moving away from traditional roles and representative leadership. Part of the blame for this lies in tribal governing systems based upon Anglo bureaucracies.

Ralph Nader, in the 1969 Special Senate Subcommittee Report on Indian Education, *Indian Education: A National Tragedy - A National Challenge*, stated:

"...For generations the Bureau (BIA) presided over people without a future. Indians were called "wards", were culturally devastated, physically pushed around, and entwined in a most intricate web of bureaucratic regulations and rules ever inflicted anywhere in this nation's history. They still are."

Leadership Characteristics

Now that we have a better understanding of the perceptions of Indian women regarding leadership roles, it is time to turn our attention to their views of components or characteristics of a good leader. Again, let's first examine interview excerpts:

- A leader has vision, energy, discipline, determination, intellectual honesty; has the ability to relate, communicate and mobilize. Must have sense of responsibility and obligation to a cause or group of people and a willingness to take action and risks, both personal and professional.
--Ada Deer (Memominee)

- At the tribal level, a leader must be accountable and objective...able to generate funds.
--Vera Brown Starr (Yavapai-Apache)

- The first thing that a leader must do is listen to everyone around him or her. You must know what other people believe, feel and want. If you are not attuned to your peers then you're doing it by yourself and that is not a leader. A leader is also committed, able to see options around roadblocks, has a strong sense of purpose and enthusiasm to carry other people along who have the same goals.
--Viola Peterson (Miami)

- A tribal leader must be able to withstand criticism and stick to personal principals. --Juanita Learned (Arapaho)

- A leader is an individual who is sensitive to particular interests and concerns of a particular constituency and has the motivation and ability to access and mobilize all types of resources to respond to those particular concerns. A leader has understanding and objectivity.
--Ruth Dial Woods (Lumbee)

- A leader has the ability to get things done, no matter what they are, according to the situation. To do this, you must be self-sufficient, imaginative, able to look for options, not afraid, fair and objective. --Rose Robinson (Hopi)

- A leader is a facilitator who helps other people achieve goals, a person who makes intelligent decisions based on assembled facts and data. A leader has to work hard and be very careful about making alliances because it's very easy to get caught up in a political cause of the moment that may not be of any long-range importance, which tends to polarize people. --Charlotte Heth (Cherokee)

- A leader is able to accomplish tasks, in terms of Indian values, this requires discipline, fortitude and generosity.
--Gay Kingman (Cheyenne River Sioux)

- A leader is accountable, willing to accept responsibility for actions and decisions. I think this is lacking in some Indian leaders today. The other thing a leader must have is a sense of ruthlessness, which I don't have. I can't tell people to do something that might endanger their lives.
--Janet McCloud (Tulalip)

- A leader must have humility, a good sense of humor, and be above criticism. You are constantly being reviewed and you have to sort out what you think is good criticism and what is not so helpful. I do want to stress that a good leader shares expertise with other people and teaches them how to do things. I've had incredible mentors. Another thing I can't stress too strongly is that a leader takes risks. Good leaders are not conservative people. If you want to make change, it you want things to happen, you can't be afraid. --Rayna Green (Cherokee)

- A leader is willing to share with people, to make decisions, to be flexible, and has organizational and communication skills. --Ruth Arrington (Creek)

At first glance, these characteristics may prove overwhelming. Combined, they portray a "super-woman" image. A closer review, however, reveals that these characteristics can be grouped into categories. No one person is expected to be competent in all areas. Our task is to now review these characteristics and evaluate areas where we are strong and those we can enhance.

Action Steps: Assess your leadership capabilities.

Review the following list of leadership characteristics and check (✓) those in your area of competence.

Check (✓) if competent	Leadership Characteristics
1.	Has vision--able to see what needs to be done and how to do it
2.	Can mobilize--able to motivate and organize available resources
3.	Has intelligence--able to see options and make decisions
4.	Is adaptable--exercises flexibility to meet different situations
5.	Is accountable--willing to accept responsibility for actions
6.	Has sensitivity--able to relate, understand, and listen to the needs of others
7.	Is committed--has strong sense of purpose, determination, discipline to carry out objectives

(Continue on next page)

Check (✓) if competent	Leadership Characteristics
8.	Is willing to take risks
9.	Is objective--able to take criticism, exercises judgments based on facts rather than personal bias
10.	Has communication skills--able to convey to both followers and others, the purposes of her group
11.	Is enthusiastic--conveys energy to others
12.	Has a sense of humor
13.	Serves as a facilitator--is open, shares talents, willing to help others
14.	Acts with humility--especially if she possesses all these talents
	TOTAL (Add number of check marks)

SCORING: 8-14, you have leadership capabilities. (Hope you checked No. 14)

1-7, you have potential to lead. Choose skills you wish to enhance and, most importantly, START TODAY!

To summarize this section, it doesn't matter if we view ourselves as having only a few leadership characteristics listed (we'll work on self-concept later) or a large number of them. Remember the words of Gay Kingman (Cheyenne River Sioux), "...all of us have certain talents. No one person has all of them." If we have organizational and writing skills, find someone to work with us who has speaking skills to talk before groups.

Historically, Indian leadership practices have been geared toward "shared situational leadership"--the best person tackling particular situations; not one person fulfilling all needs. In recent years, dominant society theorists have moved from "power-oriented" models and arrived at "situational leadership" effectiveness to meet group needs. Leaders who say, "I'm an elected official--that's my mandate," are now asking, "Where are the followers?" Faith in some Indian leadership circles has eroded because these power tactics have been practiced by some Indian leaders.

Many of the women interviewed were hesitant to acknowledge themselves as leaders because of the negative connotations of abuse attached to leadership. We have been socialized through teaching, experience and victimization, to view power negatively--that it is coercive and manipulative. In effective leadership, power is simply a tool that can expand when shared.

What is important, is that if we assessed our leadership skills honestly, we know our own strengths and weaknesses. We can accept them and remain static. Or we can begin today to dynamically approach leadership and work on areas that need enhancing.

Skilled leaders are needed in Indian Country today. Pervasive throughout the interviews with Indian women was that this means serving the needs of our constituency in the best possible manner we can provide assistance.

☐ Skill Development: Action-Oriented Approaches to Leadership

Up to this point, we have reviewed leadership in philosophical terms: the impact of cultural values and leadership theories and characteristics from both dominant and Indian cultures. The next sections of this chapter will examine leadership skills determined *by* Indian women leaders to be of utmost importance *for* Indian women.

In almost all cases, the interviewees felt enhancing our own self-concepts was of primary importance; we must have personal sovereignty before we can work toward tribal sovereignty. The next step is to become more assertive and understand how it differs from aggressive behaviors which have placed us in the role of victim. Thirdly, they felt that many of us don't take time to examine our lives and determine how we can best work to achieve sovereignty for our people: vision is a leadership necessity.

To achieve sovereignty, tribes must first alleviate strife; the ability to resolve conflicts is important for effective leadership. Our small number requires that we establish networks to extend our influence. Learning to coalesce with other groups and individuals is of vital importance.

Hints on time management are provided to help us better organize available time so that we can achieve our vision. Finally, we should all know parliamentary procedure to insure smooth group order.

Throughout the next sections, it will become evident that the skills presented here interrrelate with one another. For example, it is very difficult to be effective in conflict situations without a positive self-concept. Effective networking requires assertiveness.

Competence is a prerequisite for success. The following sections will provide suggestions to improve our skills. It is up to you to practice and implement them.

> *In Indian Country, we must listen and facilitate. Whether it's taking a concept and creating a reality by talking and organizing people through persuasive speech or writing that concept out into some kind of an action plan and convincing a legislator or grantor that it is necessary or can work; or building a team of people that might be concerned on the same subjects and providing a format and encouragement. But it doesn't do any good unless it is something that is going to be accepted by the Community and the elders are really the only ones that know the feelings of the community. We must listen to them.*
>
> (Puyallup) Ramona Bennett

☐ Self-Concept Enhancement: The First Step

Self-concept simply means how we view ourselves, however, it is by no means a simple concept. Throughout this chapter references have been and will be made about the importance of a positive self-concept. In this section we will examine (1) basic thoughts on the formation of self-concepts and its effects and (2) steps we can take to enhance our own views of ourselves.

Again, let's review comments of Indian women regarding the importance of self-concept.

- If you want to be a leader you must have a good sense of self--know yourself.

  --Rayna Green (Cherokee)

- One thing I want to say, I believe that if you want to change the world, half of the battle is changing yourself and how you view the world. You have to start with No. 1 first. That's important, because I feel strongly that we're dominated by television and the media, who create the standards of beauty. I see only one ad that has an Indian woman. If you look in the mirror and you have definite Indian features, you don't look like the "beautiful" woman on TV and you tend to get a very negative concept of yourself. That's one of our big problems as Indian women.

  --Janet McCloud (Tulalip)

Self-Concept Formation

The above comments hint at the second part which this segment will address: how self-concepts are formed and its affects on our lives. In simplistic terms, self-concepts are formed by our experience and how we are treated by family, friends, teachers, coworkers, cultural and societal norms. As children we can be raised by behaviors which are postively self-reinforcing or negative self-reinforcing.

This may sound complicated, but let's apply it to our lives as Indian women. Children in Indian society are treated with respect andsense of personal worth, however, as they begin to grow older and are exposed to experiences outside their cultural milieu, different, conflicting signals begin to be sent. Exposure to non-Indian public and boarding schools, taught that Indian ways were "bad" and textbooks portrayed Indians as "savages," "inhuman," portrayed Indian women as "squaws" or "maidens." Behaviors learned in Indian culture were punished as all forms of assimilation techniques were applied with the ultimate goal of extinguishing Indian societites. The 1969 Senate Special Subcommitte report, *Indian Education: A National Tragedy--A National Challenge,* illuminates the affect of Indian education and stereotyping by anglo society:

> Superior Court Judge Robert L. Winslow of Ukiah, Calif., told the subcommittee that in Mendocino County, Calif., there was a "common feeling that Indians are inferior to non-Indians." A study of Indian-white relations in Ukiah said that whites generally looked upon Pomo Indians as "lazy, shiftless, dirty, biologically and culturally inferior." A Pomo Indian testified, "Some think the Indian is not very much or probably not even human." A Southwest study found many people convinced that Apaches were hostile, mean, lazy, and dumb. An Oklahoma principal said of his Indian students, "(they) are even worse than our coloreds and the best you can do is just leave them alone."
>
> The basis for these sterotypes goes back into history--a history created by the white man to justify his exploitation of the Indian, a history the Indian is continually reminded of at school, on television, in books and at the movies.
>
> It is a history which calls an Indian victory a massacre and a U.S. victory an heroic feat. It is a history which makes heroes and pioneers of goldminers who seized Indian land, killed whole bands and families and ruthlessly took what they wanted. It is a history which equates Indians and wild animals, and uses the term "savages" as a synonym for Indians.
>
> It is this kind of history--the kind taught formally in the classroom and informally on street corners--which creates feelings of inferiority among Indian students, gives them a warped understanding of their cultural heritage and propagates sterotypes.

The total rejection of parents, their teachings, as well as our race, religion and history by school systems has had a profound effect upon our self-concept, as the report continues:

- Condemned for his lanuage and his culture, berated because his values aren't those of his teacher, treated demeaningly simply because he is Indian, the Indian student begins asking himself if he really isn't inferior. He becomes the object of a self-fulfilling prophecy which says "Indians are no good."

> The theory is that if teachers and other members of the dominant group are convinced that the Indian is innately inferior and incapable of learning, such attitudes will be conveyed in various and subtle ways, a child will come to think of himself in the negative way and set for himself lower standards of effort, achievement, and ambition. Thus the teacher's expectation and prediction that her Indian pupils will do poorly in school, and in later life become major factors in guaranteeing the accuracy of her prediction.
>
> - Study after study confirms this is exactly what the dominant society, and the dominant school society in particular, is doing. Study after study shows Indian children growing up with attitudes and feelings of alienation, hopelessness, rejection, depression, anxiety, estrangement, and frustration.
>
> - Indian children, more than any other group, believe themselves to be "below average" in intelligence; Indian children in the 12th grade have the poorest self-concept of all minority groups tested.
>
> These facts are the cold statistics which illuminate a national tragedy and a national disgrace. They demonstrate that the "First American" had become the last American with the opportunity for employment, education, a decent income, and the chance for a fulfilling and rewarding life.

Indian women are placed in a double-bind: we are victims of both sex and race stereotyping which has an effect upon how we feel about ourselves. Marilyn Bentz (Gros Ventre), at Ohoyo's Seattle conference spoke to participants about this conditioning effect.

> Another aspect is how we see ourselves; the way we interact with people, based upon our experience, and a different value system. The very traits that we value are seen as signs of weakness in the dominant culture. How we think of ourselves is so often conditioned by the society around us, particularly those of us that haven't had the opportunity to live in an all-Indian community or go to a school that was predominantly Indian. We may have been affected by the Indian squaw image which has come down to us through historians and anthropologists. That stereotype really had no truth to it even in traditional societies where it was suppossed to be founded.

Studies have also shown that vocational choices are related to one's self-concept. One study found that "in choosing an occupation one is, in effect, choosing a means of implementing a self-concept." (Brief, et. al., 1979)

The former Assistant Secretary of the Interior for Indian Affairs, Forrest J. Gerard, stated at a conference for Indian women, "...frequently, women are victims of their own attitudes, developed in them from their earliest days. They have been taught that they can be the nurse, school teacher, or secretary but not the doctor, education administrator, or executive. Indian women have suffered a twofold prejudice as Indians and as women. They sometimes have had to struggle to reach the point of aspiring to be the nurse, school teacher, or secretary."

Vocational training in boarding schools did little to enhance our self-concepts. The 1969 Senate report stated the following about opportunities provided for Indian girls: "...girls may choose from one/two fields--general and home services (domestic work) or "hospital ward attendant" training, which the girls considered a degrading farce--a euphemism (they say) for more domestic work."

The foregoing statements are powerful documentation about the reasons for poor self-concept within the Indian culture and Indian women. They also reveal how self-concept permeates all aspect of our lives and can perpetuate self-fulfilling prophecies of others' perceptions of us. The formation of self-concepts is a cyclical conditioning process: it is determined by others' treatment of us, which determines how we view/treat others, which in turn determines how they view/treat us. A negative self-concept will net negative reinforcement; a positive self-concept will net positive reinforcement.

Steps to Enchance Self-Concepts

Change our Attitude

To break the cycle of negative self-fulfilling prophecies, we must first start within our own minds to erase the negative images portrayed about us. We need to "recondition our conditioning" by others and become "our own best friend." Place the "bad" memories and experiences in proper perspective. Most Anglos have been conditioned by the same images in textbooks, television, and movies as we were. We should remember, however, and teach them that their conditioning was based on false premises about the roles of Indian women. However, to change their perception, we must first change our own. "There is such a hunger among Indian women to read and see and experience more information about ourselves--more positive things about ourselves. Because those images just don't exist in media.... We can start within our own minds to turn the tide of being part of that negative image," stated Nancy Butterfield (Chippewa).

Approach Health Wholistically

One positive step we can take is to change our attitude toward our personal well-being and take an assertive, wholistic approach to health. Studies have shown that many women don't give their own physical well being a high enough priority (Prentice, 1983:24). Poor health habits are a form of self-abuse which results from low self-esteem. If we "feel good" physically then we are on the road to "feeling good" mentally and vice versa.

We all know the figures about the status of Indian health. Although improving, 1980 data show Indians still have the highest infant mortality rate, lowest life expectancy and higher suicide and accident rate than the general U.S. population. (Charts are provided in appendix.) We also know that our poor health is largely due to inadequate care programs and facilities provided for Indian populations. Lack of funding, qualified personnel and the lack of AI-AN doctors and nurses have contributed/created this situation.

There are some steps, however, which we can take to improve our own health. We should view our bodily environment much the same way as we view our physical environment and protect our personal resources. An assertive, wholistic approach to health requires that we value aspects of our physical well-being over which we have control. With such an approach, we are more likely to avoid such behaviors as overeating, smoking and excessive drinking--which has been termed the greatest problem facing Indian people today.

Diet

One of the first steps to health improvement is to eat a balanced diet. We all have financial and resource limitations, but we can strive to acquire foods which are nutritional and add them to our diets, for example, fresh fruits, raw vegetables, bran, and avoiding foods with preservatives, that are processed or "enriched," contain white sugar, and limit our intake of caffeine. We should also eat high quality protein foods, but watch our consumption of beef and pork. Eggs, milk, fish, cheese, beans, brown rice and whole grains provide high quality protein for less money. When considering our diet, we should ask ourselves, "Do I really need that piece of frybread?"

Exercise

Exercise is another step we can take to improve our health. A strange phenomenom occurs when people who are tired exercise; they begin to have more energy. Exercise is also important for relaxation and stress reduction. The bone weakening many women suffer in later years can be prevented to a great degree by exercise. Women over 45 are particularly prone to fractures caused by weak bones. Studies have shown, however, that women from age 25 on should protect themselves through calcium supplements and exercise.

The best kind of exercise is the easiest, and that is walking. Walking requires no special training, coordination, skill or clothing--just a comfortable pair of shoes. Begin gradually, 15 minutes a day and work up to 30 minutes or more daily. A brisk pace will increase cardiovascular circulation and enhance overall body tone; it will also burn up between 270 and 400 calories. To be effective, however, requires that it be done on a regular basis, which is the key to any exercise program we may choose.

In summary, improving our self-concepts requires that we take the first step to change our attitudes about ourselves. One positive step in that direction is to change our attitude toward our health habits. In both instances, it requires that we make certain self-behavior changes. Much negative material has been presented regarding the self-concepts of Indian women. The following presentation delivered by an Indian woman educator contradicts this viewpoint, gives helpful hints on how to change our behaviors and presents a positive outlook we can take to enhance our own self-concepts.

☐ Begin at the Beginning

By Ruth Arrington (Creek)
Indian Studies Program Director and Proffessor,
Speech Communications
Northeastern Oklahoma State University
OHOYO Seattle Conference, 1982

Naturally, because self-concept is the subject of my presentation, I have been aware of the self-concept that is being projected by the women who are here in Seattle attending this Ohoyo conference. As I have evaluated the overall self-concept of the participants, I have noticed that it is favorable, you have a healthy knowledge of yourself and are continuing to seek more knowledge.

Let me report the basis of my judgment. I wish to do this by quoting to you what I have heard. In fact, you might consider using these quotations on bumper stickers. That marketing idea is your reward for listening to me this morning. How do you like "Women can do anything"? Betty John (Tlingit) said that, and that is a firm and favorable self-concept, for sure. Then it was Tallulah Pinkham (Yakima) who provided this warning as well as advice as to what to do when she said,"When you quit liking yourself you are in trouble." The wisdom of Janet McCloud (Tulalip) reminded us to "Think of all those other people". Claudeen Bates Arthur (Navajo) had a whole collection of useful quotes including, "Have you re-assessed your constitution?" Now she meant tribal constitution, but think about your own personal unwritten constitution. Claudeen had other good quotes such as the delightful, "Hug an Indian" and "Adopt an Indian child today." Another of her useful suggestions was, "Quit talking and get busy." All of these quotations came from speakers that I heard. Now there have been other speeches; no doubt you have heard some good self-concept quotes. Some of those comments apply to you and what you can or even should do. I heard a quotation the other day as I listened to a local news program in Oklahoma. It was the inventor, Henry Ford who said,"If you think you can or cannot, you are right." Think about that for a while. He is suggesting to us that self-worth is a great determiner--how is yours today?

From the sounds I hear from most of you, you are not reflecting the typical Indian image in regard to self-concept. Many people believe that the American Indian has low self-concept. I have been providing you with evidence that contradict that belief. It seems that Indian women here have a high and desirable self-concept.

Now I want to acquaint you with what I would call further proof that low self-concept is not the rule among Indian women, though it may exist in several cases. You have available to you, a selected bibliography that gives you some sources of studies on the subject of self-concept. They are not all positive, but these articles provide you with information from a variety of fields such as sports, the classroom, business and so forth. On the list you will find the address and telephone number of a management service. This group provides tapes and program materials that could be useful in helping you and others in regard to this subject. The hand-out sheet accompanying the bibliography gives definitions that are useful in understanding the literature and should be consumed first.

Perhaps you will need to refer to this sheet from time to time in order to accept the fact that assertive behavior is not the same as aggressive behavior. You do not violate the rights of others when you are assertive. It's aggressive behavior that is self-enhancing at the expense of others. Knowing yourself and your behavior is a necessary part of self-concept. A person must understand it and if then, there is a desire to make adjustments, how is it done? Again, on the hand-out sheet, there is a simple guide that provides a potential answer to that question. In a booklet called *Speaking Freely* by Elaina Zucker, there are six easy steps to guide you in behavior change. These steps provide a system whereby you can negotiate change on your own.

The first step in this process is to become aware of your current behavior. A knowledge of self is vital for progress.

A second step is that of setting new goals for the different behavior that you desire. Decide where you want to go and as you set goals for that, this determination will help you in achieving complete understanding of your old behavior and furthering your progress in solving and changing that behavior.

The third step then is a thorough understanding of your old behavior--how it started. Know that, for the most part, it began from views by Anglo-society and was based on false presumptions about Indian women. What it is doing to you and to others will be most useful questions to answer in seeking to understand what you are doing at the present time.

The fourth step is difficult, but the three former steps have been difficult too. The fourth step is learning the new skills. In this process you may need additional assistance. You may need materials to read and you may need people to talk to and people to consult with who can advise you on achieving those new skills. Perhaps you may not know where to get them or how to achieve them, so don't be afraid to ask for help. There are people, there are written sources, there are recorded sources, there are invaluable resources available to you for learning new skills.

The fifth step in behavior change is practicing those skills. This doesn't have to be public; in fact, I might suggest you make it private first, long before you go public. Practicing these skills that you are attempting to learn is vital. You can't expect to replace old habits with new skills overnight. It takes time and it takes a great deal of patience on your part. This is where that support system that I spoke of earlier will be most useful again. Call on them again to assist you in practicing.

The last suggestion is getting some positive experiences--successes. In other words, use the new skills. This is frightening--it causes people to shake in their boots sometimes when they have to go public with that new skill for the first time, but it is a very achieveable thing. I can't guarantee success the first time, but unless you try, you will never learn how to apply the corrections and determine the assistance you need.

Only by trying it--only by putting that behavior pattern into some sort of an experience pattern, can you succeed in changing behavior--can you replace old behavior with new skills, with new and different behavior.

While I was going through the listing of the six steps, and yes they do sound easy, but I must not mislead you that it isn't work. I am remembering having heard the legend of *Pigmalion* depicted in the play by George Bernard Shaw. You may know even better the adaptation of that play into a musical, *My Fair Lady*. Do you remember Eliza Doolittle and the behavior change that occurred with her? Oh yes, somebody was fighting for her, but she was the one on which the behavior change was worked. Do you remember the scene where she tried it out? It didn't go exactly as planned as you recall. She reverted to her old behavior, but Eliza and her teachers did not give up and the transformation did occur with practice. She mastered her skills some more, she got some positive experience and success was the end result.

In Indian literature there is evidence that Indian women have knowledge of themselves. There are several illustrations of this but I would like to cite two of them for you. Leslie Silko, a Laguna Pueblo writer in a recent book of hers called *Story Teller* does a splendid job of helping a reader understand her--Leslie Silko, the contemporary woman--and all of the people who have been responsible for arriving at this 20th Century woman. The delightful thing about the book, *Story Teller*, is that it is a written record for the decendants of Silko. They now will have a way to understand themselves, based on the paths that have been recorded for them.

In very simple terms and not covering many and many generations as to the above illustration, I would like to provide you with the two lines from a poem by Linda Hogan (Chickasaw). Linda is a poet, a novelist and a playwright. In her poem, "Heritage," Linda said, "My mother, the antique year where I watched my face take on her lines." It's an understanding of self recorded for us to see. These two Indian women writers have provided us with some tangible evidence that we can work from, but each person can take the preliminary steps to understand self and achieving a comfortable and satisfactory self-concept.

To close I would like to use a quotation from the conference again. I assure you, when Jackie Delahunt was talking about sovereignty, she probably was not thinking at all about self-concept, however, one of the things she said, I thought applied. It is the kind of view that we need in order to realize the significance of our own personal self-concept. Jackie said, "Tribal people need to share what they have with the world." If we do this--if we will share what we have with the world, our positive self-concept, then this gives the world a chance to see the 20th Century Indian woman as one who knows who she is and knows where she wants to go.

☐ An Aside: Chuckling All The Way To The Bank... The Board Room ... The Council Chambers

Humor is an important part of the being an American Indian-Akaska Native. Our people incorporated humor in all aspects of tribal life. It has helped sustain us through the centuries and will continue to do so into future centuries.

In the dances, dramas and ceremonies of many tribes, clowns and similar figures are used to mock our foolish behavior and to show us how we act and why. We are thus reminded not to consider ourselves too important nor to take ourselves too seriously.

During our lifelong quest to fulfill our dreams as AI-AN women, there will be tense moments, hours of uncertainty, and days occasioned by unhappiness. Do not lose your sense of humor and allow discouragement to triumph for even a second.

It is important to maintain a balance; we cannot be overly serious all the time. Seek out the humor in a trying situation while simultaneously learning any needed lessons from the experience.

Life can and should be fun while we learn and grow. Seek out the joy.

☐ Assertiveness: Putting Thoughts Into Action

By Lee Piper (Eastern Cherokee)
Chair, United Indian of All Tribes Foundation

Introduction: Indian Women and Assertion

Traditionally Indian women have worked in a partnership role with the men. By culture, Indian people are quiet, non-agressive and do not exhibit a domineering attitude. Indian people have also progressed in their way of life simply by following the laws of nature in securing better ways of doing things and developing a respectable standard of living. Because of the respectful bond between our Indian men and women, we have not had to, in the past, raise our voices so to speak to be heard.

As our people become more educated and have to deal with the non-Indian community, respect for our opinions and evaluations appear to be lacking. We are dominated by the non-Indian society. We need to be able to stand up for the things we believe in with pride and strength. Our opinions are as valid as others; we should be respected for them.

Historically, our people were very assertive because of the honesty and truthfulness which was part of our character. When a statement was made, it was simply stated in an honest, open, matter-of-fact way. We were not afraid to say what was on our mind; and we did so freely.

Indians became more reclusive when exposed to the boarding schools and the non-Indian philosophy of children are "to be seen and not heard," and it is impolite to speak unless spoken to. Through the boarding school experiences we became tight-lipped and quiet. We developed the role of the passive Indian. Now it is time to correct this and bring back the ability to speak freely and assertively about our opinions and beliefs. That is the right each one has and we need to exercise it.

There is a great deal of misunderstanding about the word, "assertive"; most people immediately think of another word, "aggressive." They have two entirely different meanings. It is important to have a clear understanding of their definitions.

On one side, there is aggressiveness, a behavior that includes hostile words or actions. On the other side, is passiveness, which is self-denying and restrained, inhibited action. Then, there is the middle-of-the-road, the white pathway to the Cherokees, the good red road to the Lakota, the area of balance. It is the center ground, the area of balance that the Indian follows and that is "assertiveness." Assertiveness is a behavior to speak and act, where one is able to express their opinions in their own best interest and stand up for themselves honestly without undue anxiety and feelings of guilt.

It is this middle road or appreciation of others that Indian people try to follow. We will always be in two worlds, bicultural people. We will always walk on that middle road. We will try to stay on that middle road, the center lane, neither too far one way or the other, but having a happy balance to our way of life. It is important for all of us to be able to stand up for our own rights; to be able to enhance our own self-being and increase our self-esteem. Assertiveness does not guarantee, but it does facilitate in winning a situation. It increases the likelihood that a satisfactory solution, or compromise, will occur and that one's goal can be obtained.

Being assertive helps one to express ourselves to show appreciation for others. It helps us to feel good about ourselves. It is self-enhancing, it is expressive, and it assists with reaching your goal.

Not all things are for all people. And so, each of us, as individuals, must use those things which are comfortable for us and be tolerant of differences of others in order to be able to accept their opinions and their values with respect--not condeming or denying, but allowing differences. Recognizing that we all have good and bad traits, we must maintain the balance between the two and stay on the good white pathway, the good red road.

In any assertiveness workshop, the first step is to have a clear definition of the word, what it means and its association to the other two words of equal importance. Let's review the definitions of nonassertiveness, assertiveness and aggressiveness.

Nonassertiveness

Nonassertive behaviors are those which are self-denying, restrained, and inhibited. The nonassertive person is submissive in social situations and often experiences a high degree of interpersonal anxiety. The nonassertive person does not express his/her preferences, and thus allows others to make decisions or choices for him/her, and generally avoids situations involving confrontations. The nonassertive person allows her/his rights to be ignored, and humbly yields to the preferences of others. Nonassertiveness can be extremely self-depreciating and humiliating. The person feels helpless, controlled, and bitter because they rarely express what they want and thus are unlikely to achieve their goals. Feelings of self-hatred and resentment toward others are not uncommon ramifications of a lack of assertive self-expression.

Assertiveness

Assertive behaviors are those verbal and nonverbal responses which enable one to act in her/his own best interests, to stand up for oneself, to express one's opinions, feelings and attitudes honestly without undue anxiety or the depreciation of others. The assertive person exercises his/her rights without denying or violating the rights and feelings of others. Being assertive is self-enhancing, and increases one self-esteem because it involves the statement of personal preferences in a way that causes others to take them into account. Assertiveness does not guarantee "winning" in situations, but it does facilitate self-expression and increases the likelihood that a satisfactory resolution or compromise will occur, and that one's goals will be obtained.

Aggressiveness

Aggressive behaviors include hostile words or actions which coerce others to give in to one's preferences. The aggressive person is interested in "winning," and attempts to achieve this goal by any means possible including putting others down, hurting or humiliating them. Although the aggressive person may not feel particularly anxious and may achieve his/her goal, the price for "winning" can be very high indeed. The reactions of others to an aggressive person who has violated their rights, is generally one of dislike, hostility, and counteraggression which may be expressed directly or indirectly. The aggressive person may find that others begin avoiding him/her, and react in a terse, sarcastic, or openly hostile fashion. Social isolation and chronic conflict may often be the price to pay for getting one's way at the expense of others.

Action Steps

1. Be sure you understand the concept and goal of assertiveness. You are developing behavior change to learn how to stand up for yourself.

2. You must put to use the assertiveness skills you learn. If you do not practice what has been taught, it is a waste of time and your behavior will remain as it always was. Keep a record of your assertive behavior whether you did well or poorly. It aids in recognizing your areas of weakness.

3. There are two areas which can affect your progress in assertiveness training:

   A. Your beliefs about the relationships of men and women. Think about the sterotyping of these roles and your own concepts; then identify and list them.

   B. Your rationalization, What you "think" will happen if you stand up for yourself. Are your fears valid or simply excuses for non-assertiveness?

4. Identify the behaviors you need to change. Think about the areas where you are unassertive. Identify the things you could do differently and the skills needed to make that change.

5. Consciously work on your assertiveness goals. Start with something easy, build confidence and then work on something harder. Learning to be assertive isn't easy. It will take time and practice, but the benefits will be well worth the effort.

The Components of Assertive Behavior

The following lists components of assertive behavior we should practice:

- Person Contact - Look at other person directly; show you are attentive, serious.
- Body Posture - Face the person; sit appropriately close, hold head erect; be proud, look secure even if you are trembling inside.
- Gestures - Use appropriate gestures to add emphasis.

- Facial Expressions - Use face to show feeling, not to mask it.
- Voice tone, Inflection, Volume - Use a well-modulated conversational statement; don't be wishy-washy or too loud or overbearing.
- Timing - Spontaneous expression is the desired goal BUT choose appropriate occasions.
- Maintain own power--never give personal power away to someone else.

Action Steps

Set Goals and be specific. In developing our goal--to be assertive--we must change our attitude and feelings about ourselves. It is a positive self-image which allows us to make our own choices. We will be proud in setting and accomplishing that goal for a greater feeling of positive self-esteem. Beware of the "no goal" Syndrome. It is important to work towards a specific goal. It helps identify problem areas. It provides support and sense of accomplishment when we have been successful carrying out an assertive action. Watch for the following weak points. They will keep us from attaining our goal:

- Lack of ability to get work done, complete a task.
- Have acquired the habit of working only when you feel like it. Develop good work habits.
- Are a workaholic. Don't let work control you, relax.
- Demand or expect too little or too much of yourself. Be realistic in your expectations. If the job is a three-hour one, don't expect to do it in one.

Now is the time to put our plan into action; define our goals. What would we like to do in detail? Do we want to be able to say "No?" Be able to express displeasure in a firm, but positive way? Make our own decisions? Write it down.

Assist Success by making the first goal easy to obtain. Don't use something we already do well, but work on something that needs perfecting and is reasonable. Don't be fooled into thinking the job is done because it is written down. It is a waste of time to write great, wishful lists and never accomplish anything. Go to work on the objectives. Check with others to see how they achieved their goals. Keep the following in mind as we work on assertiveness skills:

- Don't Let Others Tell You What To Do

  Many people try to run the lives of others. They have to tell us where to shop, what to buy, who to marry, what jobs to do. Don't fall prey to this type of person. Make your own goal decisions. Be your own person.

- Set Priorities

  Keep yourself in balance, remember the middle of the road. Don't try to do everything at the same time. Guide yourself at a pace by which you can be successful. Keep your own value system.

- Be Imaginative

  Age, talent and ability can affect your goal, but doesn't have to void them. A career can be started anytime. One only has to recognize their limitations and work at moderation. You can be all that you want to be; it only takes hard work and dedication. Be sure your time limits are not too long.

Behavior Methods

There are ways of protecting one's self against verbal attack and learning to be cognizant of one's own weaponry use. Weapons are used as a means of defending or acquiring territory--your territory. We have all used behavior weapons at one time or another, usually unconsciously. It is to our advantage to be aware of various kinds of weaponry used. Being aware with awareness we can better defend ourselves and not be caught at a disadvantage in protecting our own territory. At the same time it is important to be fully aware of the behavior being used to help us avoid using the same tactics while confronting or negotiating with others. Keep the following thoughts in mind:

- In knowing various kinds of weapons, we are better able to develop effective responses. We will be able to bring about better negotiations with harmony. Be aware of your own behavior and the kinds of weaponry you use.
- Know the effects of your weapons; that you may also be able to countereffect when such weapons are used on you. Sometimes it is hard to defend your territory when someone invades and uses behavior weapons against you.

The better the aggressor knows us, the more likely the person will use potent weapons for which we have poor defense. Motives do not count. We can be sympathetic to conditions which surround a person, but good manners are essential among all people. We must work to display good manners but also to bring about the use of good manners. Listed are circumstances which might help us to identify various weapons used to coerce others.

Taking Advantage

Examples of someone trying to take advantage of us:

- "Say yes, I just know you like my idea and support me."
- "You want to do me the favor don't you? I knew you would. Thanks."
- Watch out for the "you" and "I" kinds of language: generally used in conjuction with getting our approval; getting us to support or buy into a particular situation.
- Watch for the labeling of a person or situation that will help us to take whatever corrective action needed to defend ourselves against such weaponry.

Using Guilt

Many times we are made to feel guilty about something that we have done, when no guilt, in reality, is involved. For example, "What, you bought those beaded earrings? You know that I want that money to replace my wornout shoes! You know your father's ill; it's unreasonable for you to want to go out tonight." These kinds of statements make us feel guilty and succumb to the wishes of the other person. We need to look at the seriousness of the situation. Check out our own feelings and if the other person's theories are valid. Certainly, if our father or relative is on his sick bed, we would not want to go out dancing. But, on the other hand, if it is something that is not imminent, we should be allowed a change of scene, a chance to get away from the pressures of daily involvement. One thing to remember is what our elders say, "That at all times we must keep our sense of humor even in the face of disaster."

Acting for our "Good"

Another weapon used is to tell us that things are being done for our own good. Such phrases as, "This hurts me more than it does you; I have to do this because I care so much for you," are common. Watch for these lead-ins.

It is generally accepted that someone who comes with love and good intentions should be welcomed with warmth, but do not let them control our life. Should we do this, the end result is the loss of our territory; we become their servant.

Giving with Strings

Historically, Indian people have been great gift givers; the sharing of one's material things with others. When we talk about gift giving, it does not include traditional give-a-ways. But it refers to special situations in which people expect something in return and this is the key to remember. Be aware of people who collect or give things in this way. They are deliberately after our possessions, whether material or personal.

Helplessness

People use the weapon of helplessness, or inferring helplessness, in order to get others to succumb to their wishes. Example: "I sure wish I had those dishes done in the sink, but I'm just feeling so tired. If you could only help me to get the job done, I'd really appreciate it. I am so tired. I have a headache or I don't feel well." Be very careful that you are not being used. Again, look at the situation, know if it's real. If indeed the person needs our help, pitch in and give it willingly. That's part of our culture. But, if they're trying to use us because they are too lazy, or just don't want to do it themselves, don't let them con us into doing it for them. All kinds of methods are used to con people into doing for others.

Other Ploys

Sickness, flattery, sex, seduction, pity, ricidule and force are all used to coerce others into serving personal interest, and usually are not concerned with the very person on whom these weapons are used. Such weaponry is used for personal gain and satisfaction. We need to be aware of these weapons so we can take better defense for ourselves.

The most important thing we can do is be aware of our own feelings: how is it that we feel about the situation; are we comfortable; are we feeling guilty; are we feeling angry; are they taking advantage of us. These are clues that help us to protect ourselves.

At the same time, remember to be aware and not use these tactics on others. Know if our actions are legitimate. Indian people really care for each other. We have also been educated in the Anglo ways so we have learned many of their behavior patterns. Let us zero in on our old traditional value system and use this value system not only dealing with each other but non-Indian people as well. We must show respect for old people, young people and all those in between. But we must, at the same time, show respect to ourselves by standing up for what we believe. If people know we are honest, open and respectful, they will usually treat us with that same behavior.

Maintaining Assertion with Passive or Aggressive People

As with all things the way we relate to a situation has to do with the time and the place, and the circumstance. There is a time to be passive as well as a time for being assertive. However, the general rule for being assertive is to enhance our rights as a human being without tampering with or stepping upon the rights of others.

Passive Behaviors

In the Indian value system, it is our responsibility to assist our fellow man. Since we are all related, they are our relatives. When one of our members is responding in a non-assertive way, when it appears they should be stronger, it is our responsibility not to interfere, but to encourage and provide opportunities for that relative to stand up for themselves.

The following lists suggestions for responding to passive behavior:

- Never put the person in a compromising position or embarrass them by insisting they be more assertive.
- Encourage the passive person to be more assertive.
- Help the person by expressing your own feelings in a positive way. Help the person to understand what you want.
- Do not criticize the person for nonassertive behavior but encourage them to stand up for what they feel is right.
- Assist the Indian person by guiding them, by helping them to be assertive. It is all right to assist. Remember, it should always be done in a firm, kind, honest and open way.

Do not be *aggressive* when dealing with the action of others. This only makes both parties unhappy. Be considerate, let the other person know that we respect their opinion; that we are trying to understand their view.

On the other hand, it is important to maintain assertiveness when someone is being aggressive towards us. Generally, as Indian people, we will simply withdraw from the conversation. But, when dealing with the non-Indian society, we recognize that we cannot continually allow such an impression. It may be important to keep our ground. Sometimes, the mere fact that we stand firm will make the other person suddenly aware of their own aggressive behavior. If we allow that person to continue in an aggressive manner without expressing our own feelings, we only support their aggressiveness. By such action we not only support, but enforce, their aggressiveness.

Keep in mind the following when confronted with aggression:

- Do not be aggressive yourself.
- Be persistent. Interject.
- Don't repeat. Do not sound like a broken record by continually bringing up the person's behavior. Also, watch the nonverbal body language so that all your inner actions will continually be of a positive nature.
- Ask the questions. Don't be afraid to ask for clarification; to get a clear understanding of what the aggressor is trying to put across.
- Be true. Do not agree with the person unless you really do. Do not accept the aggressive behavior for its content. If the person becomes abusive and more aggressive it is prudent, then, to simply walk away.

When we reflect back to a situation, take into consideration the conditions that surrounded the person who was aggressive. Sometimes, the circumstance in which we live becomes so unbearable we strike out at everyone around us who is not responsible. It is a frustrating situation and we do things we would not normally want to do. Let's not be too critical of others but be more tolerant and try to be understanding.

We all pass this way at one time or another and perhaps more often than we would like to admit. And the old Indian adage, "Let me walk a mile in my neighbor's moccasins before I judge him," is a good rule of thumb for us to use as our guide.

NONASSERTIVE/ASSERTIVE/AGGRESSIVE BEHAVIOR

NONASSERTIVE BEHAVIOR	**ASSERTIVE BEHAVIOR**	**AGGRESSIVE BEHAVIOR**
As Actor:	As Actor:	As Actor:
Self-denying	Self-enhancing	Self-enhancing at expense of another
Inhibited	Expressive	Expressive
Hurt, anxious	Feels good about self	Depreciates others
Allows others to choose for him/her	Chooses for self	Chooses for others
Does not achieve desired goal	May achieve desired goal	Achieves desired goal by hurting others
As Acted Upon:	As Acted Upon:	As Acted Upon:
Guilty or angry	Self-enhancing	Self-denying
Depreciates actor	Expressive	Hurt, defensive humiliated
Achieves desired goal at actor's expense	May achieve desired goal	Does not achieve desired goal

HELPFUL HINTS FOR ASSERTIVE BEHAVIOR

Communication Skills

1. Listen to the other person. Communicate to the other person that you have heard what they have said by paraphrasing back to them what they have just said. You may use one of the following phrases:

   "I understand you to say...?

   "I hear you saying..."

   "If I hear you correctly..."

2. Use "I" statements. To increase the likelihood of a positive response from others it is important to take responsibility for your opinion by using "I" statements. Your statements will be strong but palatable if you make a lot of "I" statements like these:

   "I think that..."

   "My opinion is..."

   "The way I see it..."

   "I believe that..."

   "According to my values, I would like..."

   "My position is..."

3. Use elaborated opinion statements. Use an "I" statement in a compound sentence. These are statements which begin with a personal pronoun and contain several phrases connected with because, therefore, and, but, etc. They are a safe way to engage in conversation. You do not have to have an airtight argument prepared in order to express your opinion. People are less likely to become defensive or to react negatively to you if you identify the idea as your own opinion, not the "absolute truth" or "this is how it is."

4. You may agree or disagree.

5. You may repeat yourself. "I want to emphasize my point..."

6. Do not diffuse what you are saying by speaking in an apologetic manner. Discount phrases like "I kind of think," "I sort of feel," "I guess I want" or "Ya know" indicate that you are not positive about what you are saying and that the other person should not take you seriously.

7. You may answer or express an opinion that was stated earlier: "I think this goes back to what you said before. I believe..."

8. You may change the emphasis or add a new train of thought:

    "When you were saying...I became aware of..."

    "At this point I want to add..."

    "In addition to your point that...I wish to also consider..."

9. Avoid "You" Messages.

    We get into other people's territory and sometimes invite attack when we use "You" statements.

    You make me so mad...

    You're crazy as a hoot owl...

    You are set in your ways if you believe....

    You should do it like this...

    You're wrong...

    You always...

10. Express honest feelings with basic assertive statement.

    When you... (describe observed behavior)

    I feel... (express feelings)

    I wish you would/or I want you to... (specify - what you want)

    Say what you want to say, say what you feel. Be direct, honest, feeling. Deliberately use "I" as much as possible. Using "I" talk will not make you seem self-centered. It will make you sound direct, natural and feeling in your choices.

Some words of:

FEELING	THINKING
love	imagine
adore	guess
cherish	suppose
covet	conclude
enjoy	understand
long for	believe
care for	presume
hate	think
want	discuss

Lee Piper, Ph.D.
Highline Community College

HELPFUL HINTS FOR ASSERTIVE BEHAVIOR

Saying "No" to Unfair Requests and Demands

1. Be sure where you stand first, i.e., whether you want to say yes or no. If not sure, say you need time to think it over and let the person know when you will have an answer.
2. Ask for clarification if you don't fully understand what is requested of you.
3. Be as brief as possible, i.e., give a legitimate reason for your refusal, but avoid long elaborate explanations and justifications. Such excuses may be used by the other person to argue you out of your "No."
4. Actually use the word "No" when declining. "No" has more power and is less ambiguous than, "Well, I just don't think so...."
5. Make sure your nonverbal gestures mirror your verbal messages. Shake your head when saying, "No." Often people unknowingly nod their heads and smile when they are attempting to decline or refuse.
6. Use the words "I won't" or "I've decided not to," rather than "I can't" or "I shouldn't." This emphasizes that you have made a choice.
7. You may have to decline several times before the person "hears" you. It is not necessary to come up with a new explanation each time, just repeat your "No" and your original reason for declining.
8. If the person persists even after you have repeated your "No" several times, use silence (easier on the phone), or change the topic of conversation. You also have a right to end the conversation.
9. You may want to acknowledge any feelings another has about your refusal, "I know this will be a disappointment to you, but I won't be able to..." However, you don't need to say "I'm sorry" in most situations to apologize for your refusal. Saying "I'm sorry" tends to compromise your basic right to say "No."
10. Avoid feeling guilty--it is not up to you to solve others' problems or make them happy at all times. Somethings are done in your own behalf.
11. If you do not want to agree to the person's original request, but still desire to help her/him out, offer a compromise: "I will not be able to babysit the whole afternoon, but I can sit for two hours."
12. You can change your mind and say "No" to a request you originally said "Yes" to. All the above applies to your change of mind. You have a right to change your mind.

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HELPFUL HINTS FOR ASSERTIVE BEHAVIOR

There are three kinds of criticism:

- justified
- justified, but done in a hostile way
- a put down

Handling Criticism from Others

1. Relax and allow yourself to listen carefully to what the other person is saying. Breathing deeply may help you to relax. All criticism does not mean something is wrong.

2. Paraphrase the criticism so that the person knows you really "heard" and understood the point.

3. Decide whether the criticism is fair or unfair. If unfair, bring up your question about the matter of unfairness rather than the criticism itself.

4. Ask for clarification if the criticism is somewhat vague or unclear, e.g., "You are 'cold' with people." Ask the person to give specific examples.

5. If it's fair criticism, something you are unaware of, ask for specific suggestions or alternatives, such as what you might do to handle the situation or behave differently. (Engage in problem solving.)

6. Do not go into long, self-critical, or rationalizing excuses.

7. If you disagree with criticism, respond with opinion statements--"I" statements rather than "You" statements, e.g., "I think you misinterpreted what I said," instead of, "Your interpretation is all wrong."

8. When responding to someone who is speaking loudly and at a fast pace, keep your voice low and speak slowly.

9. It can be helpful to share your feelings about the criticism, "I'm annoyed that you're bringing up this issue again" or "It's not easy for me to take criticism."

10. Be honest with yourself if criticism is true; what are your intentions.

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RESISTING INTERRUPTIONS

An important element of assertive communication is equal talk-time for all participants. It is just as important to finish what you want to say as initially speaking up. Non-assertive people are easily interrupted and don't defend their right for equal talk-time. Aggressive people often interrupt others and monopolize conversations with little respect for the others' right to equal talk-time.

Below are several methods you can use to resist interruptions. You'll probably find you are more comfortable with one method more than the others. Try using them all and develop your own style for resisting interruption.

1. Raise your voice volume and keep on talking.
2. Repeat your last phrase so you don't lose your train of thought.
3. Repeat your opening phrase:
   "As I was saying, I............"
   "Well, I think................."
   "As I said before, I..........."
4. Pause for a second, not looking at the interruptor, then quickly and emphatically continue with what you were saying.
5. Use body lanugage:
   a. Raise your hand to the interruptor to signal you are not finished.
   b. Lean towards the other people you are talking with, this will cause them to focus on you, not the interruptor.
   c. Don't look at the interruptor. Looking gives them permission to enter the conversation.
6. Don't apologize to the interruptor by saying, "Excuse me..." It is the interruptor who should apologize.
7. Ask the interruptor to wait:
   "I'm still talking. Please wait until I'm finished..."
   "Just a minute, please............."

   Tone of voice is important here. These sentences could become aggressive or non-assertive with certain tones of voice.

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□ Vision: A Leadership Necessity

A characteristic of a good leader noted by several Indian women is that of vision: vision to change the status quo or, particularly in Indian Country, to keep our legal rights. Visions require more than setting goals. They require aiming high and choosing options that will make a difference.

Introduction

The vision for many of us is to improve the lives and conditions for Indian people. All of us will take different routes to achieve this quest. The word "options" is important to remember. As we work to achieve our vision, conditions change, we change and we must be able to recognize opportunities. Personal flexibility and adaptability are important to visualize the different routes we can take to achieve our vision.

Before beginning the vision quest, it is very important to understand ourselves and our purposes. Phyllis Cross (Mandan-Hidatsa), stated, "First and foremost, a leader should have some sense of what she's all about. You have to have your own personal sense of who you are and what your personal goals are, and what your personal goals are in terms of the leadership role. I don't think anybody is a leader and doesn't know it. If you're in it for power, then be honest about it. If you're in it for justice and right, then go ahead and be honest with yourself about those things."

Once we understand ourselves, then we are open to see how we fit in the larger picture of life. As Indian people, many of us view life as a continuum--parts are indistinquishable from the whole. However, to keep the continuum in balance and its parts working in harmonious order, at different points in our lives we must make decisions and take action.

On a personal basis, Shirley Hill Witt (Akwesasne Mohawk), New Mexico State Secretary for Natural Resources urges us to look at our lives as a whole picture. "Women of all colors in America tend to bump along without long-term goals. We make one short-term decision after another until we look back one day and see that we have had no design or logic to our lives. And we are not where we want to be. A number of short-term steps may be necessary to join together in order to reach your goals; skill, for instance, or educational steps. But you owe yourself the discipline of sitting down and looking at your life as a whole picture, not a series of snapshots. From time to time, you will have to review your progress and your goals."

If we are going to help our tribes and our families, then we must determine the role we will play in the continuum. Navajo Nation Attorney General, Claudeen Bates Arthur (Navajo) warned participants at Ohoyo's Seattle Conference, "...we think tomorrow, we think next year. But if tribes expect to exist they have to think about the next 100 years. Is your tribe going to be here 100 years from now? And if you expect it to be, then you have to think today what you're doing that's going to make your tribe a viable, living, growing entity 100 years from now."

Implied throughout the above statements is that vision requires action. Taking action means that we become proactive, not reactive to our situation--we become participants, accept responsibility and the risks often required to achieve our vision. To do this, we must:

- know ourselves
- be able to make decisions
- analyze tasks needed to achieve them
- have the discipline to follow through

As Dr. Annie Wauneka said, "We cannot afford to sit with our arms folded and wait for responsibility...Indian women must strive to share in decision-making."

☐ Decision-Making: The Vision Quest

By Janine Pease Windy Boy (Crow)
President, Big Horn College

The strength and power of each community is clearly in the power of each of its members' ability to make wise decisions. Wise decisions require careful thought and vision to understand their impact on ourselves, our family and our community.

The Dream

Our people have traditionally been involved in vision seeking. In the history of all our tribes, we have seen the power of the visionary--the dreamer. Leaders of fame have held true to their dreams and their insights and have followed their visions to achieve a better life both personally and for their people. It is a learning tool for us to remember this "dream power," for our lives and our environment seems to have tarnished the strength of our visions.

Too often we are discouraged by the people around us, our own self talk and "givens" which cancel out our dreams.

Let's leave these discouraging elements behind for awhile and open our minds to our own thinking. We all have secret, unvoiced hopes and dreams for ourselves, our families and our people. Maybe it's to improve our own and our people's health. Maybe it's to improve detrimental family rivalries. Maybe it's to provide better jobs for the people in your community or to improve education. Let's think about the dream we delay day after day or the initial thoughts about our paycheck.

What do we envision for the future? Do we allow ourselves to hope for the best? Can we remove the fences and open our minds to dream freely enough to accentuate the positive and see life's potential despite the discouraging elements around us? Now is the time to let them out.

Sample dream areas: Health, politics, treaty rights, family/personal improvement, education, economic or natural resource development, alcoholism

Sample dreams:

- I see our people with a program that really does something about alcoholism.
- I see myself as a responsible member of the tribal planning committee.
- I see myself placing priorities on my time that reflect my vision.
- I see a community employment program that offers my tribe a chance to earn gainful income.
- I see myself as a catalyst in my community, helping to mobilize educational opportunities in our area.
- I see tribal members freely taking part in non-traditional employment opportunities.
- I see my job abilities being fully maximized.
- I see myself spending meaningful time with my children.
- I see my energy level improving so I can accomplish my dreams.

Factors Around Our Dreams

As we start to visualize our dreams, we begin to also see factors which will influence their becoming a reality. "Cautions" start cropping up in our minds. We may hear others saying, "Oh, she's nothing but a dreamer." We may hear ourselves thinking, "It's been tried before and failed," or, "It's such a monumental task which requires the help of everyone."

Determining factors of our dream is like exploring an uncharted territory. We know some of the things we will encounter, but we must be prepared for the unexpected. The best way to do this is to map out all possible factors--both positive and negative--that we can visualize occurring. Most likely, all will not happen and we will have alternatives open to us for the unexpected.

Let's consider some of the factors that may influence our dream. First, we must know ourselves--can we be honest about the obstacles? Secondly, we must analyze our environment to see where our dream will be placed--what conditions will help it flourish or remain just an idea? The following list suggests some environmental factors which may influence our vision. See if you can name others.

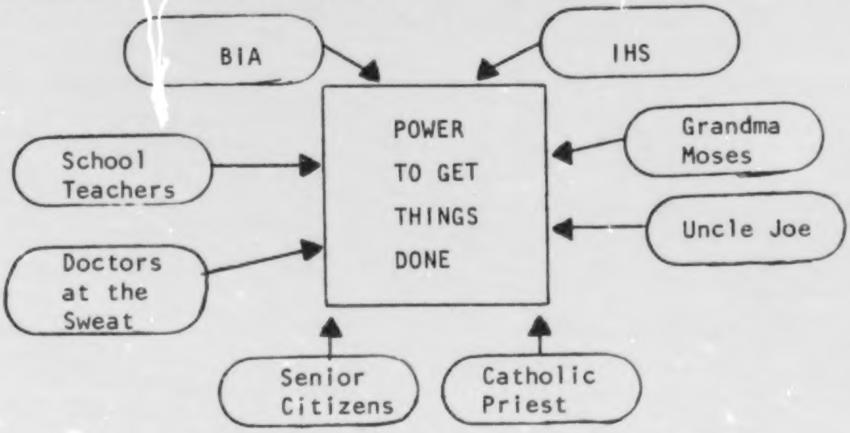
- Cultural factors: teasing influences, men's/women's groups, social clubs, family groupings, norms (do's and don'ts), religious beliefs
- Power sources: the elders, youth, BIA, voters, tribal council, tribal program directors, religious leaders
- Lines of communication: Who can get the message across--the power sources? tribal newspaper? radio/TV media? It may be who has the biggest mouth!
- Income sources: the BIA, tribal government, private sector, welfare, food stamps, AFDC
- Health factors: appropriate care available, drug/chemical abuse, diabetes, diet, WIC

The above lists factors in tribal communities. However, the same process may be applied if you are in a university setting or urban setting. For example, at a university you may need to consider department heads, deans, certain faculty, college president, student council, etc. In an urban community, consider an Indian center director and employees, city council and mayor, etc. The following chart demonstrates where the power structure may be in your community.

POWER STRUCTURE

Analyzing Your Community

Visualize the agencies, organizations, people, families, clans, etc. that make up your environment.



Our families may be the most powerful influencing factors, especially if our dreams are job-related. Shirley Hill Witt (Akwesasne Mohawk) commented on this situation. "Conflicts are bound to arise in any two-career family and it takes a great deal of patience and sensitivity to work them out equitably. Underline equitably. You owe your husband, your children and others in your family complete honesty about your plans. The hope is to include them in your career design while not bending theirs all out of shape." Anne Medicine (Seneca/Mohawk) also reflected, "I've had to make some tradeoffs.... In order to do my thing, I had to move away from home. I'm caught adrift because I have to move physically farther and farther away."

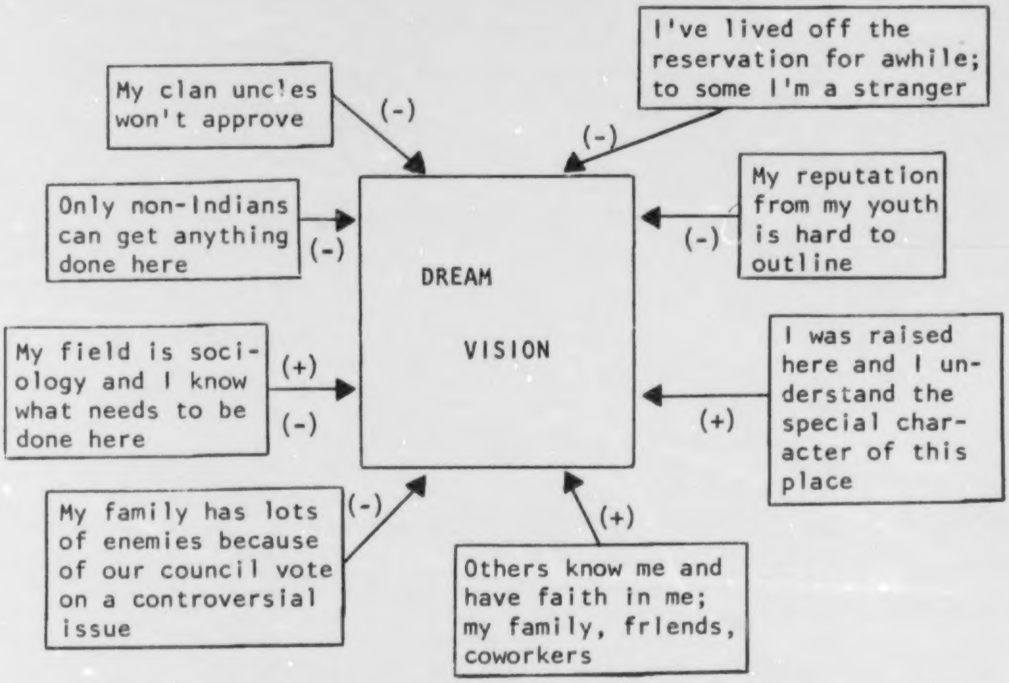
At the Professionalization of American Indian Women Conference, participants developed the following suggestions to consider when making career choices:

- Decide what motivates your goals (know yourself)
- Decide how family will benefit from your professionalization
- Know your place in the family structure
- Adapt structure as changes occur
- Maintain ties with home community
- Keep open communication of goals, ideas, plans

As we can see, many factors will influence our vision. The task before us now is to determine which provide positive or negative influences.

The following sample demonstrates how we might plot the factors affecting our vision. The "+" signs represent positive factors; the "-" signs represent negative factors.

FACTORS AROUND OUR DREAMS


I've lived off the reservation for awhile; to some I'm a stranger
(-)
My clan uncles won't approve
(-)
Only non-Indians can get anything done here
(-)
My reputation from my youth is hard to outline
(-)
DREAM
VISION
My field is sociology and I know what needs to be done here
(+)
(-)
I was raised here and I understand the special character of this place
(+)
My family has lots of enemies because of our council vote on a controversial issue
(-)
(+)
Others know me and have faith in me; my family, friends, coworkers

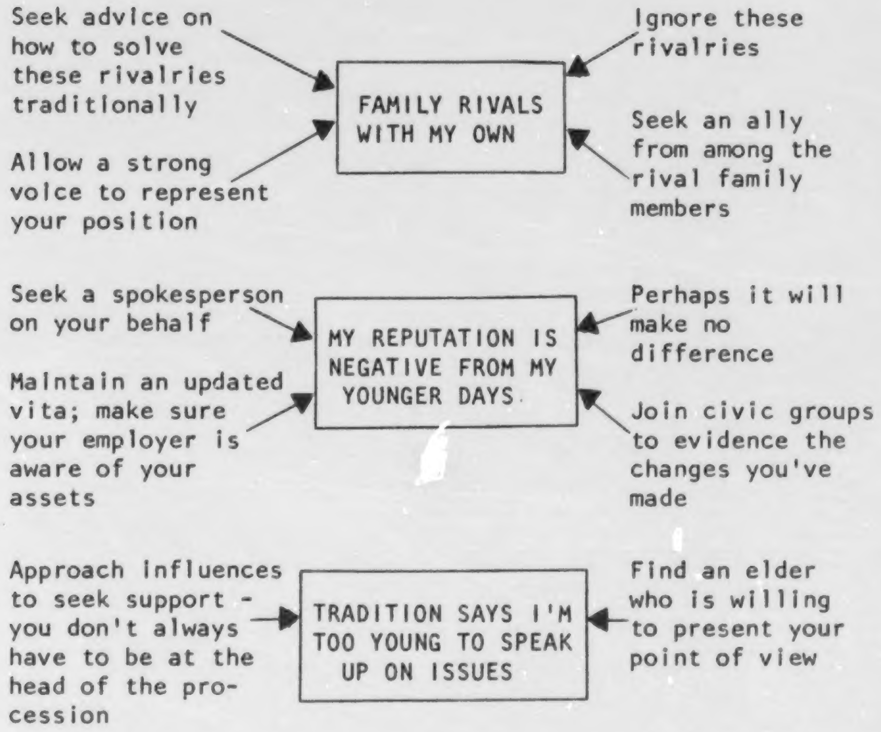
Matching Factors With Solutions

By recognizing the factors affecting our dreams--both those which help or hinder their realization--we have completed half the task ahead of us. The next step is to analyze ways to overcome barriers to our dreams. Each negative factor listed must have a set of written solutions. Brainstorm as many solutions as possible. Call upon your personal "file" of knowledge and experiences. Use the information gained by analyzing our environment; think about the reaction patterns of people in your file. Don't attempt to judge or rate the solutions. This exercise should stretch our minds to see all types of alternatives and solutions which get at core issues.

Some of the solutions may be uncomfortable for us to face but we must be honest in our vision-seeking, in order to reduce the "bigness" of the problems.

The following sample matches possible solutions to negative factors.

FACTORS MATCHED WITH SOLUTIONS


Seek advice on how to solve these rivalries traditionally
Allow a strong voice to represent your position
FAMILY RIVALS WITH MY OWN
Ignore these rivalries
Seek an ally from among the rival family members
Seek a spokesperson on your behalf
Maintain an updated vita; make sure your employer is aware of your assets
MY REPUTATION IS NEGATIVE FROM MY YOUNGER DAYS
Perhaps it will make no difference
Join civic groups to evidence the changes you've made
Approach influences to seek support - you don't always have to be at the head of the procession
TRADITION SAYS I'M TOO YOUNG TO SPEAK UP ON ISSUES
Find an elder who is willing to present your point of view

Selecting the best solution

Our map of solutions should present many options to us. Our challenge now is to come to terms with who we are, the role we see ourselves playing and which solutions match up to factors in our community. Some solutions have advantages; others have disadvantages. It is important to understand that there are no right or wrong answers. Sometimes letting our idea of "right" or "wrong" enter into the process will affect making a clear decision. Rather, we will be making judgments from a whole series of possibilities.

As we review the alternatives, let our minds stage the solutions and imagine the consequences of each. Each solution will create a different reaction in the community and its people and carries a special set of individual implications. Visualize each solution taking place by "walking it through in our minds": weigh people's reactions, the cast of actors and their roles, cost-effectiveness, etc. This will give you a mental picture of the choices in action.

It is very important to use our knowledge of self, community and their combination to make a wise decision. Can we see the checks and balances in our community or family that figure into the success of our solution? We must also be realistic about the quality of our own contributions--our limitations and assets. Weigh all of the above factors and then choose the solution which has the best possibility of succeeding. It may not be the one most comfortable to us, but we can work on our role in the solution after mapping out the tasks needed to implement it. Following is a review of important points to consider when making a decision.

- Understand that choosing a solution is not a "right" or "wrong" situation.
- Rehearse the solutions in our mind. Stage a trial run and read through the script.
- Create a realistic mental picture of the consequences that will result from the solution. Call upon our "files"--memories, how people will react.
- Combine community and self-knowledge, then plot how to achieve the dream.
- Seek advice from respected elders for their files are more extensive than our own.
- Consider elements in the solution, such as time, cost, person power, etc.

Tasking out the Solution

Hurrah! We have concluded which solution has the best possible chance for success--not the "right" one. With it clearly in our minds, the next step is to detail tasks needed to implement the solution--to see our dream in real life.

Tasking out our solution is like building a pyramid: each task requires a series of actions. In turn, these actions will have appropriate reactions or results. In other words, implementing our solution has more dimensions than simply a series of actions. The dimensions include such things as the WHO of each action, WHEN to take action and HOW MUCH it will cost (materials, gas, food, time, facilities, employees, etc.) to implement.

The above must be taken into consideration when planning the step-by-step process needed to carry out our solution. The next step is to set up a sequential list of tasks that will bring the solution closer and closer to anticipated success. If we can organize this part of the decision-making process into chart form, the dimensions of the tasking will become self-evident.

Steps refer to the points of the plan to fulfill our dream; actions are how we will implement them.

TASKING OUT THE SOLUTION

SOLUTION: Economic security for tribal members

(Develop a sequence of actions to implement solution.)

	Step/Action	Person to Act	When	Cost	Result
SEQUENTIAL ORDER	STEP: Elicit Support for your vision	Respected Elder	(Date)	Phone Gas	Information Disseminated
	ACTION: Meet with those in power				
	STEP:				
	ACTION:				
	STEP:				
	ACTION:				
	STEP:				
	ACTION:				
	STEP:				
	ACTION:				

Consider these questions when tasking out the solution:

- Have I sequenced the actions properly?
- Have I plotted the sequence to match community priorities?
- Have I respected the organizations already in existence in my community and put them to use?
- Have I recognized the working, healthy power structures?
- Have I enlisted others to take part in the tasking and cast the plan with best possible people?
- How will I fit into the solution--as a leader/follower?
- If necessary, have I or can I abandon my favorite soap box for the greater dream completion?

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What Role will I play in the Solution?

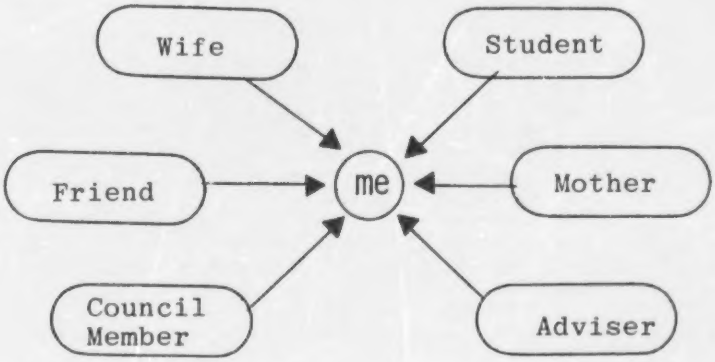
The last two questions are important to consider before completing the task sequence chart. Understanding our role in the dream we hold dear may be the hardest segment of the whole process. Throughout the decision-making process and vision quest, references have been made about the importance of knowing ourselves. As we learned in self-concept enhancement, how we feel about ourselves affects how we see the world, other people and how other people treat us.

The root of this role decision is an examination. Each of us has many talents to offer, not only from our school education, but from our relationships, our life experiences, our thinking power, our friends and our positions at work. Especially on our reservations, our interpersonal relationships may have a large impact upon who we are and how we are viewed as a person.

Perhaps we have never considered all the people we are wrapped up into one human being; the different "hats" we wear or the various roles we are called upon to play. To gain better insight into ourselves, let's take a moment to consider these roles, our priorities, our motivation and our "comfort zones."

In examining our roles, think about the different "hats" we wear: we may be mother, daughter, wife, friend, adviser, advisee, supervisor, tribal council member/chair, student, etc. All of these roles interact with one another to determine our person.

ROLES



The extent to which each role determines our person should be based upon our priorities. However, many times we don't stop to examine our priorities and, as Shirley Hill Will noted, life becomes a "series of snapshots." Let's list the various roles and then prioritize them according to their importance to us. Our priorities might appear as the following:

Priorities

______ Family

______ Career

______ Friends

______ Tribal Needs

______ Church

______ Children

If we see a low-priority role taking more of our time than a higher one, then we must examine our motivation. (The "Time Management" section provides hints on how to use our time more effectively.)

Motivations affect our priorities and we must be honest about them. Sometimes, however, our motivation may not be as it appears on the surface. For example, to have a good job and make money may appear to be reasons for working overtime. In reality, we may want to provide a better life or opportunities for our children. Refer to Maslow's hierarchy of needs in leadership theories. Remember that our basic needs must be fulfilled before we can begin to enhance our self-concept and realize our potential. The following chart provides an example to determine factors which motivate our efforts:

MOTIVATION	
For money...or else... I have to because.... He/she makes me...	I need to be.... I want to be.... I hope to be....
Negative	Positive

If we can turn the negative factors into positive ones ("have to's" into "want to's"), we will be a step closer to self-actualization. To do make these changes, we may have to venture outside our "comfort zone."

Risk Taking

As we learned in the assertiveness segment, the more we try things and practice new behaviors, the more we enhance our chances of success. Our "comfort zone" is our own territory and domain where we feel at ease. It is generally determined by our number of successful experiences. If there is family strife, home may not be our "comfort zone"; it may be work. If we have not tried or are afraid to try new experiences then our domain will be very small. When analyzing how we will fit into the solutions, we have to ask ourselves how far out of our "comfort zone" are we willing to go, i.e., what risks are we willing to take to see our dream become reality?

One of the important characteristics noted by Indian women for leaders was the willingness to take risks. If you're afraid to take risks--sometimes if you want to be liked--you can't be a leader. As Rayna Green (Cherokee) noted, "Another thing I can't stress too strongly is that a leader takes risks. Good leaders are not conservative people. If you want to make change, if you want things to happen, you can't be afraid." A role-model for us to follow might be Ada Deer (Menominee), who was a 1982 "Wonder Woman" award winner in the category of "Women Taking Risks." She comments, "A leader must have...a willingness to take action and risks, both personal and professional."

Taking risks often requires that we have courage--Courage to accept the responsibility for our own lives and producing necessary personal and far-reaching changes. Turn the negative connotations of the word risks into a positive perspective: view it as a new adventure. It might be helpful to review some assertiveness techniques here to encourage our "risk-taking." Ask yourself the following questions:

- What is the worst thing that can happen?
- What is the best thing that can happen?
- Does the best outweigh the worst outcome?
- Can I or how will I handle the worst that can happen?

Once we have honestly answered the above questions, then the dimensions of the risks are reduced. Most of the time, the worst outcome will be embarrassment and this can quickly be healed by the fact that we tried it. The more we try new things, the easier to determine the role we will play in the solution. Now we can complete the chart to fulfill our vision.

Evaluation and Filing

The final step in the decision-making process is evaluating the success of our plan of action. Evaluation simply means taking stock of how well our plan is progressing and after the completion of each step, reviewing the results. During the review process, we may see that some of our steps are progressing very well and others have met roadblocks. Other routes will have to be tried for steps which are not successful. Review the alternatives listed when selecting solutions. Will one apply now?

Another possibility is that a better solution or plan may become evident during the action steps. Don't ignore opportunity. It is important to remain flexible so that we can adapt to meet the different situations as they occur.

An analogy of driving a car to an unfamiliar destination may prove helpful. While driving, we are constantly making decisions according to various situations. A highway sign notes 50 miles to our destination and we project it will take up approximately one hour to reach it. However, along the way we pass a scenic lookout and we decide to stop and take in its beauty which will delay our arrival time. Furthermore, we plan to drive the full length of the trip but become drowsy and a companion drives part of the way. With a refreshed driver, we may decide to travel further than originally planned, so our destination changes. In the end, it was a wise decision because motel accommodations proved to be better at the second destination. We are flexible to meet the changing situations of the trip. When an unexpected opportunity occurred, we took advantage of it and will remember events to better plan our next trip.

As mentioned earlier, our vision quest often requires exploring unfamiliar territory. We must be flexible to adapt to changing or unknown situations and to take advantage of opportunities. Each new experience provides us with a larger and better "file" to draw from when we meet our next challenge. If we can understand that a trip will require this kind of flexibility, then we should be able to see its application to our decision-making in family, personal or professional life.

The following lists important points to remember when evaluating and filing our solution:

- During the tasking step, some unexpected obstacles may arise. Continuous evaluation will find these and you may alter your plan of action with a new and better task.
- Should it become apparent that your first choice was not the best, and you have met a formidable obstacle, you must remember your 2nd choice solution.
- Be flexible to task alterations. As long as progress is forward, the dream is yet the closer to reality.
- Review your vision and change if necessary.
- Evaluation enhances your personal files many fold. When you have established for yourself, this decision-making process, a positive result will reassure and contribute to your next attempt at decision making.
- Remember, your drawing board is full of possibility. You aren't a quitter. A solution is a challenge to be answered.

THEN BEGIN ANEW, AGAIN!

HAPPY DECISION MAKING!

In summary, decision-making requires us to use many skills: information-gathering, analysis, recall, and judgment based upon the situation. Let's review the process:

- Determine our vision
- List factors affecting our vision
- Match factors with solution
- Select best solution
- Determine tasks needed to implement solution
- Determine our role in solution
- Evaluate and revise, if necessary

□ Conflict Resolution

Conflict resolution is a very important skill for leaders to possess. Differences are a part of group dynamics and should be expected. They may arise for a variety of reasons--opposing opinions or ideas, misunderstanding through poor communication or defensive climates created by fear. The key for any leader is to be able to resolve these conflicts to prevent their interference with the activities of a group.

In Indian Country, it is most important to first resolve conflicts among ourselves so that we can operate from a solid base instead of a diffused one. One Indian woman who served in many capacities for her tribe including terms on tribal council and tribal chair commented, "In my tribe, I am ashamed to say, all we do is fight with one another. We have tutors to help children and they find fault with the tutors. I am beginning to feel they are teaching children to hate. I hope other tribes are not doing these things. Now is the time we really need to stick together." Following are some examples of conflicts which we may have to resolve as leaders:

- Interpersonal conflicts between tribal members
- Confrontation of opposing ideas
- Conflicts between tribal areas and surrounding communities
- Intertribal conflicts between tribes
- Intratribal conflicts between factions within a tribe
- Outside forces conflicting with tribal perspectives

One of the first things a leader can do is to perceive conflicts as a positive experience. New ideas and approaches to problems often come out of conflicting situations. A secure person who is seeking the best options for her tribe does not want a "yes" person.

Positive self-concepts are vital when solving conflicts. Negative self-esteem brings a different set of problems to resolve in a conflict situation. For example, if feelings of self-doubt enter into the situation, there will be interference with the problem solving process. Questions such as, "you don't like me", may be going through a person's mind instead of "I'm O.K. as a person, but you may not agree with my ideas." When there are secure feelings of personal worth on both sides, each person approaches the situation on an equal footing.

One way to insure that we establish an equal rapport is to operate from a management model based on love rather than fear. Attorney Roberta Ferron explains this philosophical base.

Conflict Resolution: A Model of Love

by Roberta Ferron (Rosebud Sioux)
Director of Affirmative Action,
University of Kansas, Lawrence

My experience in Indian Country has led me to believe that the second most detrimental obstacle for Indian people today is conflict among ourselves as individuals or in groups. I realize that the strategy of letting us "kill each other off" effortlessly serves any Indian enemy. Rather than expending our energy fighting each other, that effort can be more effectively used to fight issues that threaten our very existence as a people. Therefore, I propose as one alternative, the following management method of conflict resolution.

The underlying philosophical base is to manage from a center of love--love for every Indian person, regardless. When unable to operate from a center of love, I've been convinced that a person operates from a center of fear. When a person is fearful, aggressive or defensive behavior dominates. In order to perpetrate conflict, there needs to be two opposing forces. If one person withdraws and operates from a center of caring, the conflict has a real opportunity to resolve itself.

When a person is defensive, it is often because they have given away their personal power. As a result, they can be manipulated by another person. We all understand how we allow others to control our behavior--by pulling our strings and setting off angry reactions. By keeping our power, we choose our own reactions, which may be anger, steely control, or care.

The best part of keeping our power is that we can put energy into caring for the Indian person with whom we have a potential conflict. We can see the larger picture of the survival of Indian people. Keeping our power does not preclude us from being assertive and honest about our ideas and feelings, and it does not erode the positive self-concept of another Indian person, but may in fact ontribute to a feeling of self-worth, thus eliminating a need for the person to feel protective and activate destructive defensive behavior.

The reader can think of many but/if's. However, I believe but/if's come from a center of fear. Allow yourself to imagine how you can affirm your Indian enemy as a person and still resolve the conflict from a center of caring. This concept is akin to the theory that Indian people (please excuse the generalization) see the entire environment as a whole in which every part--the air, water, earth, wind, people, animals--all have an important place.

Translating Theories into Practice

Central to the above "Model of Love" is respect for the feelings of others. The saying "walk a mile in another's moccasins" is very appropriate here. Each person, Indian or non-Indian, brings a set of personal perceptions and experiences to a situation and these must be taken into consideration.

Many conflicts arise from misunderstandings and are complicated by the failure of individuals to try and locate their source. By attempting to gain understanding of another person's point of view, we create a positive reflex reaction. First, the other person knows we are interested in her opinion, which creates feelings of self-worth. In return, she will more likely be interested in understanding our own perception. Mutual communication is very important. Two ways you can insure understanding of messages sent to you are by (1) paraphrasing and (2) perception checks.

Paraphrasing

Paraphrasing is a means to check our understanding of another's comments by trying to put it into our own words. This does not mean simply repeating the statement, but rather transposing it into our own experience and giving an example which is more specific. Consider the following exchange. Ramona said, "I sure didn't like what happened last night at the council meeting." Paraphrasing this statement, we might respond, "Are you saying the meeting was poorly conducted?" Ramona may have disagreed with a resolution passed.

When paraphrasing another's comments, we should guard against making statements such as, "What you really meant to say," or "What you are trying to say," etc. In effect, these types of lead-ins give the impression that we can speak better for her than she can. Paraphrasing is simply a means of reporting the present level of understanding between two parties.

Perception Check

We never know how our intentions are being received by another person and what effect our behavior may have upon them and vice versa, without a perception check. Verbal and non-verbal communication carries many sets of cues in which the receiver must make inferences about our real intent. The end result, is that we may think we know what another person is feeling or thinking, but without checking our perceptions, we will never know for sure. For example, Ramona may look very bored during a conference with her. If it is bothering us, we should ask her, "Ramona, I get the impression that you are bored and not listening to what I am saying." She may reply, "Oh no, I'm not bored. It's just that one of the kids was sick last night and I'm real tired. It has nothing to do with you."

If we had made a lot of assumptions and said, "You shouldn't be bored during this important meeting," the situation may have turned into a conflict. Ramona may have become defensive and fearful. A good perception check conveys the message that we want to understand the feelings of others and asks the question, "Is this the way you feel about it?"

As cited by the above example, defensive behavior is created in a threatening climate and operates from a position of fear. When we are defensive, or feel threatened, it prevents us from concentrating on what is being said. Part of our "inner" hearing may be thinking about whether the other person likes us or if value judgments are being made about us. The defensive climate is creating interference, much like static on a television set, between the communicator and receiver.

Defensive Climates

Defensive climates are created when a person feels (1) their behavior is being evaluated, (2) that someone is trying to control them, (3) they are being manipulated, (4) there is no concern for their welfare, (5) that others feel superior to them and (6) that others think they have all the answers.

Leaders can counteract defensive reactions by providing a supportive climate when interacting with others. This entails (1) describing behavior, instead of judging it, (2) cooperative solution-seeking, instead of control, (3) acting with spontaneity, instead of manipulation, (4) showing genuine concern for another's well-being, instead of indifference, (5) standing on an equal footing, instead of superiority and (6) being open to ideas of others, instead of omniscience.

Paraphrasing, perception checks and creating supportive climates are all methods we, as Indian women, can use in the following approaches to conflict resolution:

- Withdrawing if conflict is minor
- Mediating between opposing factions
- Securing consensus among members

Let's review each approach and ways the above skills may prove applicable.

Withdrawal

Minor conflicts have a way of becoming major schisms in organizations. Both sides are generally seeking the same objective but may disagree on method. As a result, the group may lose sight of its goal, arguing on how to accomplish it. In these situations, it is sometimes best to simply withdraw from the fight and ask ourselves, "Is my position so important that I am willing to continue or create further splits?" Many times the overall picture will come into focus and eliminate the controversy. Our willingness to cede a point also shows a cooperative attitude and creates a supportive climate.

On the other hand, if the conflict is a major disagreement in terms of personal or tribal philosophy, then we must stand up and fight for our viewpoint. Assertiveness skills are essential in these situations. It is important to avoid attacking the opposition on a personal basis. The disagreement should revolve aound issues, not personalities.

Mediation

Solving conflicts resulting from opposing issues often requires mediation between factions. Ruth Dial Woods (Lumbee) believes the art of negotiation is one of the strengths of Anglo-society leadership which Indian people should learn. As a mediator, a leader should first obtain information from both sides. Often, conflicts are created by misunderstanding the opposition's point of view. Once the positions are clear and facts are sorted from personalities, then the leader has an information base from which to work.

Perception checks and paraphrasing are necessary in mediation efforts. As a mediator, we may need to meet separately with each faction and explain the opposing side's issues, reasons for their position and the importance of compromise. Ask each group "What must you have to be happy?" Follow this question with another one, "Why?" Listening to both sides and allowing groups to express their point of view creates an open atmosphere of cooperation and reveals concern, interest and respect for their positions. Once this foundation is established, factions feel less threatened (defensive climates are reduced) and more open to alternative solutions. Decision-making skills learned in the "Vision Quest" will be helpful in solving such conflicts.

Consensus

Achieving consensus among members has been a traditional method of resolving conflicts in Indian societies. Simply stated, consensus means that each member "can live with" the solution. This does not mean total agreement of the membership. Rather, it implies that members are not in opposition to the solution--there is a difference.

We can quickly see the drawback to this method of problem-solving: it is a slow process. Each member has her own views and achieving consensus can be very time consuming. Unless there is prior agreement on the method for reaching consensus, the group will have no direction and members become confused, frustrated and sometimes angry. These situations generally result in "12th hour" decision-making whereby members grasp at any "reasonable" solution, agree to it and walk away feeling unsatisfied. The execution of a smooth consensus process is an excellent example of shared leadership within a group, which leads us into an analysis of roles for members within a group.

Group Task/ Maintenance Theory

Every group has two objectives: (1) to do a job and, most important for Indian people, (2) to maintain its own existence. The first objective refers to tasks groups hope to accomplish. The second objective relates to group maintenance which means establishing harmonious relationships among members.

The group task/maintenance theory reflects the view that ideal group structure requires a balance between both task and maintenance activities. If a group concentrates on task functions only, the job may get done, but members may not feel good about the group or that they have actively participated in achieving its goals. If a group focuses on maintenance needs only, everyone may have a good time, but little may be accomplished resulting in feelings of confusion and frustration among members.

Task and maintenance functions can be shared within a group. This is especially important when trying to achieve group consensus. A "leader" may be assigned or chosen, but other group members fulfill leadership functions as they (1) see the need arise and (2) have resources to offer.

With shared leadership, groups use the resources of more members and the supportive atmosphere stimulates creativity, higher morale, interest and concern. Sharing leadership also stimulates reciprocity--members feel they have gained from as well as contributed to the group's efforts.

The three charts which follow illustrate some membership/leadership behaviors to facilitate task accomplishment and group harmony that can be performed by any member of a group. The first two charts list group enhancing activities. Task facilitating behaviors are necessary in selecting and carrying out group tasks. Behaviors outlined for facilitating group maintenance help to strengthen relationships among members. The third chart notes behaviors and actions which are not helpful and detract from a group's work. Note how closely they relate to behaviors which create a defensive climate.

In conclusion, conflict resolution requires many leadership skills. Of vital importance is the ability to convey "the larger picture" to members of a group. Solving conflicts may require withdrawing, assertiveness, letting others take the lead, listening, communicating, etc. One of the most important functions a leader can perform is to create a self-enhancing supportive atmosphere in which members do not feel threatened and interact with one another on an equal basis.

TASK FACILITATING FUNCTIONS

BEHAVIOR	ACTIONS
Initiating	Suggesting ways to proceed, ideas for solving a problem or ways to tackle a task.
Seeking Information or Opinions	Asking for facts, ideas, opinions, feelings, feedback or clarification of suggestions.
Giving Information or Opinions	Offering facts or generalizations, giving ideas and suggestions, providing relevant information.
Clarifying and Elaborating	Interpreting ideas or suggestions, clearing up confusion, defining terms, indicating alternatives and issues before group; presenting examples, developing meanings.
Summarizing	Attempting to summarize what has been discussed, pulling together related ideas.
Consensus Testing	Asking if a group is nearing a decision; offering a decision or conclusion for the group to accept or reject.

MAINTENANCE FACILITATING FUNCTIONS

BEHAVIOR	ACTIONS
Harmonizing	Attempting to reconcile disagreements, reducing tension, getting members to explore differences.
Gate-Keeping	Helping others to get into the discussion; e.g., by saying "I would like to hear your opinion, Penny, if you would like to share it."; suggesting procedures that permit remarks by all.
Encouraging	Being warm, friendly and responsive to others, indicating by facial expression or remarks the acceptance of others' contributions, praising others and their ideas.
Compromising	When her own idea or status is involved in a conflict, offering a compromise which yields status; admitting error; modifying position in interest of group cohesion or growth.
Standard Setting and Testing	Testing whether group is satisfied with its procedures or suggesting procedures; pointing out explicit or implicit norms which have been set to evaluate, keep or discard them.
Expressing Group Feelings	Sharing her own feelings, expressing what she thinks are the feelings of the group as they react to ideas, suggestions, procedures.

NON-FACILITATING BEHAVIORS

BEHAVIOR	ACTIONS
Aggression	Criticizing others, attacking others or the group, putting others down.
Blocking	Going off on tangents, talking about personal experiences unrelated to the problem, arguing "beyond reason" without hearing others.
Indifference	Acting indifferent or unconcerned, being passive or not involved in the group task in an attempt to remove the source of uncomfortable feelings.
Competing	Trying to produce the best ideas, talking the most, attempting to be the most popular.
Dependency-Counter Dependency	Leaning on or resisting anyone in the group who is, or represents authority.

(These charts reprinted with permission from "Developing the Professional Woman," by Barbara Brewer, Ph.D.)

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□ Networks and Coalitions

Among the dictionary definitions for network is "any pattern or system that interconnects." In terms of human power, networking is a support system among individuals or groups. It can be as simple as a kitchen table coffee gathering (informal) or as sophisticated as a computerized skills bank (formal). A network between groups is referred to as a coalition. Either way, the purposes of a network or coalition are to enable individuals or groups to meet more people and work with others to achieve a goal or gain support for a particular viewpoint.

For a leader, the ability to network is an invaluable asset, particularly in Indian Country. Our numbers are small, which limits our political clout. However, if we gain support of other factions and groups, then the voice can become a potent force. Let's first review some examples of effective networking.

Ohoyo Model

Ohoyo Resource Center began as a networking effort which continues to be one of its major objectives. An outcome of Ohoyo conferences--attended by 650 AI-AI women, OHOYO news bulletin--whose mailing list has grown from 200 to over 6,400 and other publications has been to increase networking among AI-AN women, Indian groups and non-Indian groups.

The Center uses networking techniques to communicate issues in Indian Country. For example, in response to the pornographic video game, "Custer's Revenge," which depicted rape of an Indian woman, 100 letters were sent to Ohoyo Advisory Board and national Indian organizations requesting that action be taken to halt sales. In return, the Center received almost 5,000 signatures collected from Florida to Alaska denouncing the game and its distributors. Other groups, Indian and non-Indian, across the country were also working to ban the game. Although disclaiming any affect from these responses, manufacturers stopped production of the game.

Serving as a referral source also enhances networking efforts. The Center recently received requests for names of possible Indian women panelists for the National Conference for Women in the Law. Referrals had a triple-effect in essence: perspectives of Indian women were presented, Indian women panelists were able to network with other groups and these women were honored with a national forum.

Seattle Conference

Ohoyo's Tahlequah, Oklahoma and Seattle, Washington (1982) conferences held workshops on effective networking. In Seattle, representatives from national women's and national Indian women's coalitions, including League of Women Voters, YWCA, National Women's Political Caucus, NAIWA, WARN,Scared Shawl Society, met to discuss ways their groups have coalesced with others through networking. One point stressed throughout the workshop was the importance of networking with non-Indian groups. Valerie Shangreaux (Sioux) from the Secred Shawl Women's Society, succinctly stated, "One of the things we heard when we were networking was that some other women...were standoffish about networking with non-Indian organizations. It's okay, if you want to do that, but that's where the money and the power are. If you want to get funded in an ongoing, long-term basis, I advise you to meet them. I really think it is important for women to recognize that."

The society was formed by a group of women working to help victims of domestic violence. Their first priority was to provide a shelter, but security problems soon proved this approach to not be feasible on a reservation. However, a network of "safe" homes was started. The group held community awareness workshops and networked with a variety of Indian and non-Indian organizations including police, doctors, field health nurses, public schools, and community colleges, nearby shelters in Nebraska, welfare and food stamp agencies, and local Alcoholics Anonymous (AA) and Al Anon groups. The Tribal Chair was supportive and allowed the Society to use tribal phones. They also met and became acquainted with tribal council women and drafted an ordinance and resolution making counseling mandatory for batterers. As a direct result of networking, these groups became more knowledgeable about the problem of domestic violence and a positive plan of action was formed to address it.

Mary Murphy, representing the League of Women Voters, pointed out that the League works with other groups to impact legislation. "Usually before each session of the state legislature, we have a meeting of the different organizations and lobbyists in Olympia (Wash.) and try and point out what we're interested in. It's a matter nowadays of just holding the line--trying to--and working against all these cuts for people."

Elizabeth Furse of the National Coalition to Support Indian Treaties advised, "You don't have to love everyone in the coalition. This is real important to remember. You learn in networks to support those who support you and you double the power you have by beginning to align with people who might not have heard about you until you came into the coalition. In the

State of Washington, the Coalition is made up of church organizations, the League of Women Voters, ACLU, almost every Civil Rights group in Washington state has joined it. We have strong support from church organizations. As a result, we have two voices. We can ask a member to write a position about a proposed bill and also have the Coalition state their position. In this way, we are constantly doubling our efforts."

Networks are also important in advancing educational and career opportunities. For example, Joann Morris (Chippewa) discussed one of the purposes of the Inter-agency Task Force on American Indian Women. "It is composed of all Indian women who work for various federal agencies within Washington, D.C. We get together once a month...and discuss areas of concern for Indian women who are federal employees. There are a lot of issues, assisting one another to get more Indian women promoted in various agencies, etc.

Tahlequah Conference

Viola Peterson (Miami) former Chair, Governors' Interstate Indian Council and National Advisory Council on Indian Education provided her step-by-step approach to networking for participants at Ohoyo's Tahlequah, Oklahoma Conference.

- Define your position in advocacy of a certain issue. Put it into a couple of sentences that are very clear.
- Know existing laws that relate to or impact the issue, whether it's federal, state or local legislation.
- Be aware of other opinions that might bear upon your particular issue. Some will be contrary to your purpose, but often, if you explain your position, the only obstacle to others' support may be a difference in approach.
- Discuss the issue thoroughly with grassroot population. You can't do anything locally, statewide or nationally until you have gained support from your own people. Use all local forum for input for support, questions and opposition, including churches, schools, public officials.
- Keep notes and records of names, dates, places of meetings, people contacted for future reference. They may be helpful on future issues.
- Stick to one item at a time when you are working for a particular issue. If you're talking about housing, stick to housing. Side issues will dilute your efforts.
- Learn to write about your issue. You don't have to be a proven author, just be sincere and above all, be accurate. If you stick to the facts, you build credibility.

- Be businesslike and cooperative in your approach. Pretend you're approaching the President of General Motors. Don't compromise on the issue, but the old saying that you draw more flies with sugar than with vinegar is true.
- Be optimistic, whether you are writing or speaking. We all know the problems and things that are wrong in Indian Country. Accentuate the positive; make recommendations that will be helpful and show how your issue will improve things.

Communication Necessary

Apparent throughout the above steps and examples is the need for communication between all factions or members of the network. Dissension in networks occurs most often when members feel excluded from the decision-making process and can be avoided through effective communication coordination. A system must be established to enable access to all parts of the network or coalition. This can be accomplished by naming a communication coordinator, exchanging mail lists or phone numbers, or establishing telephone trees in which members make only a few calls to other members in an escalating pattern.

Maintain Personal Identity

It is also important to remember that a network or coalition is only as effective as its members. However, each member or group should be encouraged to keep an individual identity. A successful coalition does not have to agree on every issue before it takes action. If a member does not agree with some of the actions of a network or coalition, it does not have to include its name in support. As a result, coordination is vital when speaking on issues of the coalition. A leader should be designated to speak for the group when there is a consensus. Other individuals or groups should be encouraged to express their own opinions as long as it is clear they are not speaking for the coalition.

A coalition leader's position is delicate. She should keep a low profile, except when speaking for the group, and try to mediate divergent interests. In addition, she's responsible for preserving communication among members and determining the best strategies to follow.

Viola Peterson also gave advice on how to approach organizations for support in her Tahlequah presentation.

Statements

"Have a written statement prepared and mail it to members before meeting time. When you appear before them, read only a synopsis. Don't try to read your whole paper; that's too time consuming. Then, open yourself up for questions. You must be prepared to answer these questions and provide clarification by doing your homework.

Resolutions

"The best way to secure support for your issue is through passage of a resolution. You can find people who can write resolutions. If you need help, just ask anybody. Ask an English teacher or go to your school, or go to your tribal chair, whatever. There's somebody out there who knows. If you're soliciting support from the tribal council, go the same route. Their meetings are usually open. If you request a place on the agenda, have a well-written position paper there ahead of your appearance. Give a short oral review, answer questions, and present your pre-written resolution ready for the council's support. Of course, you must always be aware of and adhere to the format of any organization before which you appear.

Position Papers

"When you go to the national organization, it's the same. You obtain the addresses and meeting times from either your tribal office or from Indian centers. Indian centers have a wealth of information and once again you ask to be on the agenda. Take your paper and make yourself open to questions. Present your report and have your resolution ready.

Dissemination

"Your last step is to disseminate all resolutions of support to the appropriate Indian leaders, Indian organizations, Indian centers, and appropriate local, state or federally elected-appointed officials. Anyone that can have impact on what you're doing. Get the information to them and your approach can be friendly, it can be shy; but, however you approach them, don't be fainthearted. Just move right along. Your heart will pound and your palms will sweat on some occasions. But, you are after a purpose. You are here to improve some aspects of Indian life, whether it's in the city, whether it's nationwide or whether it's at the tribal level.

"If you want to get something done, you have to inform yourself, or else they'll pack us off one by one--program by program--dollar by dollar--to shut down. We must be alert to these things. These are times we must act.

"Indian people have been reacting for too many years. We react. We don't take the action first and let other people react to us. We're always on the defensive. They back us into a corner and we come up fighting and then we're the bad guys because we're fighting. Fighting for our rights. If we go at it in a businesslike way, we must anticipate the needs that are out there. If we could use our efforts to convince our own folks of what needs to be done, then we won't have too much trouble convincing the rest of the world," Peterson concluded.

Although not mentioned specifically, including males in our networks is important. As stated earlier, needs in Indian Country are so great that no one should be excluded. Men have networks which they use to their advantage, both personally and professionally.

Action Steps

1. Name groups of which you are a member.
2. What others in your area would be helpful to join?
3. Name women/men who may be helpful in starting a network.
4. Keep a card file of all possible networking resources.

☐ Time Management

"Yesterday is a cancelled check.
Tomorrow is a promissory note.
Today is ready cash. Use it!"

This anonymous statement vividly conveys the importance of making the most of the present, which is all we really have. Think about the language used to describe time and we will see how subjective people are about it. For example, "Time is money," "Time flies," "A stitch in time, saves nine," "Time drags," etc., are all descriptors which perpetuate the myth that we can save time, make it up, speed up or slow it down. The facts are this: there are 24 hours in a day; time is uniform and finite. In this regard, "Indian" time is no different from "non-Indian" time. Time management is really a nonsense statement. We can only manage ourselves. Managing ourselves requires discipline, a strong trait among Indian women.

The key is to make time work for us. Effective leaders think in terms of results i.e. qualitatively--how well toward what end, for what value, etc., instead of quantitatively. To think about time qualitatively, we should classify our activities into (1) things that must be done, and why; (2) things we want to get to by a certain point, and why; (3) things that would be nice to do, if and when we could get the time; and (4) activities that should not receive any of our time at all because someone else can do them or they don't warrant our attention.

Develop A Constructive Attitude Toward Time

Delegate appropriate tasks. Too often we tend to think of ourselves as indispensable which could be a reflection of an inner trait to be needed.

A leader can't do it all and failure to delegate creates a stifling climate which inhibits creativity. Delegating tasks to subordinates or organizational members is a way to keep them motivated and enthusiastic about jobs which need to be completed. It is an important mentoring/training step. We help others to grow, realize their own capabilities and fulfill self-actualization needs. It is also important to our own upward mobility and frees our time for devotion to higher priority items such as planning, organizing and mastering other needed skills. When delegating, ask:

- Am I giving clear instructions?
- Did I ask for specific actions?
- Should I set a deadline or leave open?

Focus on the task at hand. The brain is a wonderful, complex organ, but it can only concentrate on one item at a time. Jumping from task to task wastes time and energy. We may be working on several projects or other tasks may be simmering in our subconscious, but at any one moment we should be totally focused on the task at hand, whether it is planning a step, discussing a task with a subordinate, carrying out a task ourselves or handling some other aspect of the muliple projects we may have going.

Know your peak times. Our attitude toward our activities and the pace at which we accomplish them is strongly affected by our energy level at various times of the day. Schedule projects and tasks that require the most concentration, creativity, analysis, synthesis and decision-making during our higher-energy hours and routine tasks during times when our pace is slower.

Reward yourself. Rewards motivate action. Give ourselves permission to have regularly scheduled rewards for completing work. Go get a snack, take a walk outside or down the hall, go shopping or get a thick piece of carpet to work our toes into after stressfull activity. Many times we may be torn between what we should be doing and what we want to do. If we don't have some type of payoff, our efforts may be for naught.

Find Out Where Your Time Goes

For several days keep a time log of everything we do during our waking hours at home and office. Simply write down each occurrence as it happens and the time it took to complete it. Don't rely on memory.

It may take time to do, but unless we know where our time goes we will not be able to analyze our activities, delete timewasters and prioritize important activities. As we review our logs, ask the following questions:

- Are there any jobs someone else can do?
- What tasks contributed nothing toward our goals?
- What was the longest uninterrupted time spent doing something?

A pattern should develop in our daily activities. Eliminate time-wasters and delegate tasks that can be done by others. Some things may take longer than we thought; others not as long. Arrange schedule to meet our needs.

Develop Priorities and Objectives

Many times set priorities by what is more pressing rather than what is more important.

Look at our list developed for achieving our tribe/own personal/career goals. Are we actively engaged in these activities now? Are they moving us toward our most important objectives? Have we set deadlines; do they need revising? Are we arranging our activities by the objectives we have set for ourselves.

Set deadlines. It is important to set deadlines for completing tasks. People often put off chores without one. Be realistic about time needed, but avoid allocating too much of it. Human nature is such that if we set aside a day to complete a report, it will take us all day. If we allocated a half-day to accomplish the same task, we will do it in that time. Divide long-term projects into sections, set intermediate deadlines and stick to them. Don't forget to reward ourselves upon completion of special tasks.

Write Daily Schedule. Without a schedule, we will find ourselves milling through the day with whatever comes up. Other people determine our actions and priorities. Instead of spending our time qualitatively, busy work may fill our daily calendar. Based upon analysis of our time log, set aside blocks of time during our low-energy hours to complete routine tasks, e.g., correspondence, making and receiving phone calls, catching up on reading, etc. Schedule priority projects during peak hours and include a "quiet hour"--time when we need to concentrate without distractions . Close the door and allow no interruptions (phone, visits, etc). Allow 20 percent of the day to handle unforeseen urgent matters.

Prepare "To Do" lists. of all the suggestions on how to manage our time, preparing daily "to do" lists should be at the top. The key to their success is actually using them. Write out tasks that need to be accomplished. To prioritize, analyze each one qualitatively. Assign appropriate tasks to meet our peak/low times. A word of caution, if our peak time is in the afternoon, beware of letting our mornings "slip away." It is especially imperative that we set and follow daily schedules and deadlines.

Keep our list in a handy location for quick reference throughout the day. Check it after interruptions, during low peak energy hours, or when we're torn between two activities. The format should include followup activities for future reference. A sample format is included in the appendix. It is best to prepare lists in the afternoon for the next day's workload. Before going home, clear desk and set list on top. It will be the first thing we look at the next morning which are often pressure times. Keep a file of our "To Do" lists. Refer back to them at times when we feel low about our accomplishments, and it will be surprising to see how much work has been done! They are also excellent records of activity for performance appraisals.

Eliminate Time Wasters: Interruptions and Procrastination

Interruptions waste time. It has been said that it takes twice as long as the interruption to get back to the task at hand. The two major sources of interruptions are the telephone and subordinates/ coworkers.

Telephone. The telephone is a serious time waster. First, have someone screen our calls, if possible, then block out time to return/receive them. Look over the list, decide which calls can be handled by someone else and delegate. To shorten length of calls and yet be courteous, tell the person how many items we need to discuss with them. This requires planning and having all materials at hand before making call.

Subordinates/Coworkers. An open door policy is good, but it doesn't mean eight hours a day. If we set aside blocks of time to see people, it is likely that they will group subjects to be discussed and more work will get done and information exchanged during the visit. Another strategy is to see them in their office. It's much easier to end a conversation and leave than if they are in our office. Make sure our subordinates have clear directions and enough information to complete tasks delegated without having to disturb us for clarification.

Procrastination. An effective leader says a task is unpleasant but it must be done. An ineffective leader says a task must be done, but puts it off. Some helpful hints to overcome procrastination include:

- Visualizing ourselves doing the task--walk ourselves through the steps.
- Doing most unpleasant and most important task first--we will have a euphoric feeling all day, otherwise it will nag at us subconsciously or consciously and take our mind off other tasks.
- Writing a balance sheet--why put off vs. why we should do it.
- Dividing large jobs into segments, and continue to break into bite-size pieces so that we see results while working toward our goal.

Other Hints to Management Activities

Paperwork. Remember, time has been blocked out to handle correspondence. Adopt the philosophy of handling each piece only once and sort into three categories: (1) to be thrown away, (2) to be handled immediately--put on "To Do" list or write memo; and (3) to be researched before response--take some action to get it moving before placing it in box.

Reading. Reading is an important necessity to keep abreast of new developments, ongoing activities and skill enhancement. Schedule reading time during low peak periods. An easy way to keep up with material is to have a reading record and categorize it according to subjects that interest us. This will also serve as a handy reference file of sources for projects, reports, and other assignments. If time isn't available to read material, scan the table of contents and mark on record subjects that might be handy for future reference. Sample time logs, to do list formats, and reading records chart are provided in the appendix.

□ Parliamentary Procedure

Parliamentary procedure is the democratic, orderly conduct of business in an assembly by use of accepted rules. This procedure is democratic since its rules assume the dignity of worth of the individual, the right of free and orderly discussion in which members of a group, from the local body all the way up to the United States Senate, take part as equals.

The purpose of parliamentary procedure is to keep order in meetings, determine the will of the majority, protect the rights of the minority, and expedite business. The larger the group and the sharper its conflicts of interest, the stricter the rules must be applied. In a small group with similar interests, the chair may save time and speed up business by cutting red tape.

There are five basic requirements of parliamentary procedure that make it an adaptable instrument of democracy at work:

- Only one subject (motion) can claim the attention of the meeting at one time.
- Each subject discussed is entitled to full and fair debate.
- Only one person may have the floor at one time.
- The majority must prevail, though the minority must be heard.
- Every member has rights equal to every other member, to propose motions, take part in discussions, vote.

The following tips should help a novice conduct an organized meeting without complete master of "*Robert's Rules of Order*." We learn by presiding. Parliamentarians should also be used effectively.

We should have and study a complete or abridged edition of "*Robert's Rules of Order*," but don't let this manual frighten us. Master the basics and use the parliamentarian for points not remembered. As a presiding officer, we will soon be surprised to find that "*Robert's Rules of Order*" becomes a friend--comfortable and indispensable.

- Remain impartial. Do not introduce or enter into debate on a motion unless you turn the chair over to the 1st vice president. (If you do this, you cannot reclaim the chair until after the voting on the main motion.)
- All business, except routine matters, should be brought before the assembly by motion of a member, preferably presented in writing. After a report is read, a motion may be made to "adopt," "accept," or "agree to," When the committee's report is only for information, no action need to be taken after it is read.
- A member must obtain the floor before making a motion. The president recognizes the member who first seeks recognition. The form for a motion is, "I move..." Motions (with a few exceptions) should be seconded before the presiding officer calls for discussion. A motion may, however, be discussed to clarify wording before it is stated in exact terms by the presiding officer.
- The presiding officer may expedite business on routine questions by not waiting for a motion or taking a vote, merely announcing if there is no objection such will be considered action of the assembly. For instance, "If there is no objection, the report will be referred to..." And, after a pause, "It is so referred."

In voting, if there appears to be no dissension, the presiding officer may take the vote by consent, "If there is no objection... is taken by consent."

- All remarks in discussion must be addressed to the presiding officer.
- Discussion must focus on merits of the motion. When a member's discussion does not pertain to the motion before the assembly, the presiding officer should so inform the member and ask that remarks be confined to the matter pending.
- Amendments may be made to add to the end of a motion, insert, strike out, strike and insert.
- An amendment may be amended.
- A substitute motion may be offered when an amendment is not pending. The pending motion and substitute are perfected by amendment, then the vote taken on the substitute motion--"Shall we accept the substitute motion?" If the substitute is not adopted, the main motion is voted on.

- In debate, the member who introduced the motion is first entitled to the floor, even though another member may have arisen and addressed the chair. No member may speak more than twice to the same question, and only for as long as allowed by the assembly, unless granted leave by a 2/3 vote to continue. No member may speak a second time until every member choosing to speak has spoken. Amendments or other motions are considered as new questions. Merely asking a question or making a suggestion is not considered speaking.

  The maker of a motion may not speak against the motion. Debate on amendments should be limited to the amendments.

  The presiding officer shall close each part of the meeting by saying "If there is no further business to come before the meeting we will recess until..." The time is amendable.

  At the close of the entire session the presiding officer should declare the session adjourned.

Meeting Preparation/Agenda

A good meeting doesn't just happen, it is planned carefully and well in advance. The following presents a suggested format:

- Be sure that a capable, qualified parliamentarian will assist at your meeting.
- Prepare the agenda, making enough copies to distribute to membership. (It is better to have a few extra copies than not enough). The agenda should include all known business to be covered. A listing of new business will cover items not specifically mentioned in the agenda.
- Have at hand at the meeting in addition to the agenda, bylaws; standing rules; minutes of previous meetings; and any material pertinent to anticipated discussion.
- Arrive early; organize reference material to be easily accessible.
- Call meeting to order on time or as soon as a quorum is present.
- Introduce officers and parliamentarian.
- Report on rules (for example: use of Robert's Rules; limits on debate; adjournment, etc.)
- Report any changes in agenda.
- Ask secretary to read minutes. Call for corrections, then approval.

- Call for treasurer's report (it requires no action from body).
- Make or call for announcements. Ask secretary to read correspondence.
- Ask for vice president's report (reports do not have to be accepted by the body through a motion; if, however, action is to be taken on a report, it must be through a motion.)
- Ask for committee directors' reports.
- Unfinished business (list if possible).
- New business (list when possible).
- Adjourn.

☐ Summary: Are We Ready For Our Destiny?

"Sisters, are you ready to reach for your destiny?" Shirley Hill Witt's (Akwesasne Mohawk) challenge to participants at Alaska Native Women's Statewide Organization Conference in 1981, fits well into our needs today. Throughout this chapter, the words of AI-AN women have encouraged, inspired and led us to accept the challenge of active participation for the betterment of our people.

The leadership theories, perspectives and skills deemed important by AI-AN women have been presented and that is simply what they are--presentations. It is up to each and everyone of us to take the information, synthesize it into our own style and then work to perfect areas where we need enhancement.

We have the talent and the potential to change the world, but no one else is going to do it for us. Redefine the word risk and replace it with courage. Accept the honorable burden of leadership. As Ada Deer said, "We can't hope that someone else is going to do the job. If it's going to get done, we need to do it. We have the have the skills, have to change the attitudes about ourselves, we have to be willing to withstand the criticism that is going to come not only from our own community, but from outside the community."

Janet McCloud (Tulalip) brings this into focus, "The main concern of Indian women traditionally has been survival--that's still our main goal today--for our people, our families and ourselves. We are real women, not just flowers in a vase, but real flowering plants with roots, with directions and a future." How are we going to shape that future?

ACTIVITIES,
SOURCES, RESOURCES
&
SUGGESTED READING

COMPARING LEADERSHIP CHARACTERISTICS

As a group, list on the chalkboard or newsprint those character traits of an Anglo male leader. Brainstorm as many as come to mind. Next list as many character traits of an AI-AN male leader. Discuss and cite differences and similarities. Then brainstorm the character traits of an AI-AN femal leader. Discuss, comparing and contrasting all three. Raise the following questions and any other pertinent concerns.

- What traits and behaviors might we as AI-AN women want to consider incorporating, when interacting with our own male peer? When interacting with Anglo males?
- Which traits do we wish to retain and in which type of social setting or work environment?
- Are there certain traits and characteristics we want *always* to maintain?

This exercise may also be done by dividing a large group into three smaller ones, each assigned a different identity: Anglo males, AI-AN males, and AI-AN women. Each small group brainstorms their character traits, recording them on newsprint. Each small group's spokesperson shares their list with the whole group, after which the full group discussion (as described above) takes place.

WHAT DO I REALLY WANT?

To begin thinking about what you want in various areas of your life, write down under each category some things you would like to have, to change or to improve. List as many ideas as you can as quickly as they come.

WORK/CAREER ______________________________

____

____

____

MONEY ______________________________

____

____

____

LIFESTYLE ______________________________

____

____

____

RELATIONSHIPS ______________________________

____

____

____

CREATIVE EXPRESSION ______________________________

____

____

____

LEISURE/TRAVEL ______________________________

____

____

____

PERSONAL GROWTH/EDUCATION ______________________________

____

____

____

TRIBAL SITUATION/ENVIRONMENT ______________________________

____

____

MY IDEAL SITUATION

To stretch your thoughts, imagine a life with no limitations. Fantasize that you can be, do and have everything you want. Under each category, write the ideal situation as you visualize it. You may need more blank paper. Allow yourself to have *everything* as you desire it. Create a mental image of yourself living in a perfect world, an image you can return to from time to time.

WORK/CAREER ____________________

MONEY ____________________

LIFESTYLE ____________________

RELATIONSHIPS ______________________________

CREATIVE EXPRESSION ______________________________

LEISURE/TRAVEL ______________________________

PERSONAL GROWTH/EDUCATION ______________________________

TRIBAL SITUATION/ENVIRONMENT ______________________________

MAKING REAL MY IDEAL

Keeping your ideal life in mind, what 1 - 2 changes can you immediately make in each category to begin working toward achieving that ideal? Record the ideas as quickly as they come. You can go back and prioritize them later. Be realistic. This will be your proposed plan of action.

WORK/CAREER ____________________

MONEY ____________________

LIFESTYLE ____________________

RELATIONSHIPS ____________________

CREATIVE EXPRESSION ____________________

LEISURE/TRAVEL ____________________

PERSONAL GROWTH/EDUCATION ____________________

TRIBAL SITUATION/ENVIRONMENT ____________________

THAT WONDERFUL WONDER WOMAN

.... YOU!

You have just received word from the Wonder Woman Foundation in New York that you have been selected to receive a Wonder Woman award. You are delighted because you know the Wonder Woman Foundation honors women who are finding the internal strength to change themselves and the world for the better. You realize you have joined the ranks of Ada Deer and Phyllis Old Dog Cross, who were 1982 recipients.

The five categories of recipients are:

- Women Pursuing Truth, which honors intelligence, knowledge and honesty;
- Women Striving for Equality and Peace, which honors positive and peaceful relations between nations, races, sexes or within individuals;
- Women Taking Risks, which honors courage and strength of character;
- Women Creating New Realities, which honors creativity; and
- Women Helping Women, which honors fostering personal and social growth of women.

In what year will you receive your award? ______________________

What category is your award in? ______________________________

What are your (present and future) accomplishments which earned you this award? ______________________________

____

____

____

How do you feel about having received this award? ______________

____

____

____

Has it changed your attitude about yourself? How? ______________

____

____

____

____

How does it influence your plans for future work you wish to pursue? ______________________________

____

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THE WORLD IS YOURS

You have just been awarded the grand prize in a national sweepstakes. You will now have sufficient funds to no longer *require* you to work again. You are very excited about being able to realize your fondest dreams. The only requirement of the humanitarian organization awarding the sweepstakes is that you must spend up to one-half of your money to provide service to others.

On the worksheet provided, record as many dreams and goals as you can imagine, both personal and service-related. Consider the following questions as you fantasize.

- Would you travel? Where would you go? Why?
- What classes/training would you take?
- Would you make donations to other individuals and groups? Who?
- Do you have a favorite charitable, spiritual group you would want to aid?
- Would you begin your own organization or foundation?
- What could you do to help tribal members? AI-AN people in general? AI-AN organizations?
- How could you help your children? Other family members?
- What have you always wanted to have, do or be?

Be fanciful and imaginative. The world is yours!

In group settings, trainees will complete the worksheet individually then be encouraged to verbally share their dream situation. Discuss what trainees would like to do for themselves, their family, tribal members, AI-AN people in general, and humanity at large. Note any patterns that emerge. Discuss any problems that arise from sudden wealth and recognition. Highlight what added responsibilities one would have.

THE WORLD IS YOURS WORKSHEET

List as many dreams and goals as you can. Record personal dreams as well as specific ways to serve others. Not even the sky's the limit, so let your imagination soar!

CALLING ALL ROLE MODELS AND MENTORS

In group settings, the trainer will read the following directions to the trainees. If working individually, the trainee should first read through all of the instructions, and complete the visualization exercise before going to the worksheet.

We are going to do an exercise about mentoring and role modeling. Most of us had individuals who profoundly influenced and/or assisted us at various times in our lives. While most mentors tend to be positive influences, there may have been negative mentors who provided insight into how we do *not* want to behave or become. Also, while it is most common for women to have female role models, many AI-AN women are breaking new ground in arenas previously closed to them, thus important role models for some women will be males. Role models and mentors can also come in all ages and races. Let us now remember who some of our influential mentors and role models have been.

Close your eyes and relax deeply. Imagine that you are in an idylic country setting. Enjoy the beauty around you. Feel the warmth of the sun; notice the patterns its light makes on the trees, rocks or other natural formations in your setting. Walk leisurely until you find a place to sit comfortably. See yourself in reverie. You are remembering all the people who have influenced you through the years. You do not have to work hard at it. The names and faces of people, some of them long forgotten, surface easily.

See yourself as a child. Who was an important role model for you? Were they from within and/or outside your family? What lesson(s) did you learn from each role model? As each person's face appears to you, thank them for their encouragment, support or lessons about life. Some may not recognize they had served as a role model for you.

See yourself as a teenager. Who served as role models for you during that time period? Was anyone your mentor? Review what you learned and gained from each, and thank them.

See yourself in your early twenties. Consider those influential individuals who served as role models and/or mentors. Continue to look back through various ages, phases and careers until you reach the present. Remember all those individuals, male and female, who consciously or unconsciously served as your mentor or role model. In each instance, recall what they helped you learn and thank them sincerely.

Now retain an image of yourself standing alone in your natural setting. In the distance a young child approaches. The child advises you that you have served as his/her role model or mentor. You may or may not have known this. The child describes the help, direction or lesson you provided. How does it feel to know you've influenced another? Slowly, other individuals, both men and women come up to you and acknowledge you as their role model and/or mentor. After learning of your influence on each, see yourself standing in the center of the human circle they have created. Slowly look at each one in turn while each thanks you. How do you feel? Allow yourself to experience the warmth, respect and other loving emotions flowing to you.

When you are ready, return to your present setting and complete the accompanying worksheets.

MY ROLE MODELS AND MENTORS

MY AGE	NAME OF MENTOR OR ROLE MODEL	RELATIONSHIP	CHARACTERISTICS OF THAT PERSON

Which admirable characteristics of these influential people have you adopted?

Which admirable characteristics do you wish you possessed?

MY INFLUENCE ON OTHERS

Record those who you have mentored and/or for whom you have served as a role model.

NAME	RELATIONSHIP	WHAT THEY LEARNED FROM ME

How do you feel about serving in this capacity? Do you enjoy it? Does the responsibility frighten you? ______________________

List at least 3 other individuals who you could mentor.

NAME	RELATIONSHIP	WHAT I COULD TEACH/SHARE

INVENTORY OF ASSERTIVENESS

Check yourself. Be honest. There is no wrong answer. You are identifying your feelings in a situation. Would you like to change your behavior? Answer "yes" or "no", then describe your behavior.

1. Can you generally express what you feel? To yourself or others? ____________________

2. Do you find it difficult to make decisions? ____________________

3. Do you avoid people or situations because of fear or embarassment? ____________________

4. Are are confident in your own judgments? ____________________

5. Do you display a quick temper and "fly off the handle" at times? ____________________

6. Do you find it hard to say "NO" to a salesperson? ____________________

7. Do you speak up when someone is served ahead of you if you were there first? ____________________

8. Are you afraid to speak out in a group? ____________________

____

____

9. If someone borrowed something can you ask for its return? ___

____

____

10. If you feel a person is very unfair do you say so? ________

____

____

11. Are you upset to have someone watch you while working? _____

____

____

12. If someone keeps kicking or bumping your chair do you ask them to stop? ____________________________________

____

____

13. Do you ask the waitress/waiter to correct your order when improperly prepared, (overdone or underdone food)? __________

____

____

14. Do you return merchandise when you find it has flaws? ______

____

____

15. Is name-calling or obscenities your way of expressing anger?

____

____

16. Do you try to blend into the background when at a social gathering? ________________________________

____

17. Do you make decisions for others without their permission?

____

____

18. Do you always think you have the only right answer?

____

____

19. Are you able to speak up for your own viewpoint if others have expressed theirs as different? ____________________

____

____

20. Are you able to turn down requests from friends when you do not want to respond? ___________________________

____

____

21. Do you have difficulty complimenting or praising others? ____

____

____

22. Do you try to force others to do what you want them to? ____

____

____

23. Do you speak for other people? ____________________

____

____

Lee Piper, Ph.D.
Highline Community College

TRAINING

Assertiveness Training

Practicing Assertive Behavior

1. List a specific situation in which you would like to behave more assertively (Express your anger? Say no to a request? Ask someone for help?)

   ____

   ____

2. What do you wish to accomplish by this assertive behavior?

   ____

   ____

3. What prevents you from acting assertively (one or more of the "fears" listed?)

   ____

   ____

4. What are your personal rights in this situation?

   ____

   ____

5. What would be the worst possible result of your assertive behavior in this instance?

   ____

   ____

   Best possible result?

   ____

   ____

6. How likely is this "worst possible" result to occur?

   ____

   ____

7. If the "worst possible" happened, could you cope with the situation?

   ____

   ____

TRACKING ASSERTIVENESS PROGRESS

Make a chart, any kind of chart you like. Note the days of the week and the assertive activities in which you want to learn to be proficient. Think of the special qualities you want to possess. Make a list such as:

	SUN	MON	TUE	WED	THU	FRI	SAT
1. Basic communication/ speakup							
2. Elaborated opinion statement							
3. Resist interruption							
4. Accept criticism/ compliment							
5. Say "NO"							
6. Show a positive attitude							

Give yourself points every time you show assertiveness. Develop a reward system for yourself when you achieve a certain number of points. On your chart be sure to mark only the positive things you have done. DO NOT TRY TO TRACK FAILURES. Keep account of even the most trivial, positive action. Remember, Rome wasn't built in a day; there will be ups and downs as you train yourself. You will make mistakes, but keep on working on it. You can be in charge of your own life and decisions.

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LOOKING AT HUMOR AND SADNESS

READ THE FOLLOWING GUIDED TRIP TO YOURSELF OR HAVE SOMEONE ELSE READ IT TO YOU.

We are taking a fantasy trip. You are all powerful so you can reach the intended destination. Go to a beautiful forest and begin walking through it. Enjoy the scenery and sense your feelings. Find a warm sunny spot to rest awhile. As you are sitting quietly, close your eyes and begin to image what humor looks like. A symbol or image of humor will now come to you. Examine it closely. Hold your symbol for humor in your right hand. Dialogue with it. What is it telling you?

Now, allow a symbol for sadness to emerge. Hold sadness in your left hand. Talk with your symbol or image of sadness. What does it tell you? Now bring humor and sadness together and observe as they confront each other. What happens when they meet? What do they do and say to one another? Dismiss sadness; you have this power. Allow humor to remain to give you one additional message. When you are ready, return to this room. Take some time to write an account of your journey and what you saw and learned. Use the remainder of this page. If you are in a group, you may want to share your experience with others.

Is Laughter Always the Best Medicine?

Humor and laughter are similar but not the same. Laughter is important to us; it usually signals our enjoyment of life, but not always. When do you usually laugh? With whom do you usually laugh? Where are you when you laugh? Work alone or with a partner in answering the following questions.

1. When do you laugh?
   I laugh when ____

2. With whom do you usually laugh?
   I laugh when I am with ______________________________

3. How often do you laugh?
   I laugh ____

4. How do you feel when you laugh?
   When I laugh I feel _________________________________

5. When was the last time you laughed at:
   a film?____
   a joke?____
   a person? ____

6. When was the last time you laughed and didn't mean to laugh? You faked it. ______________________________
   ____

7. Laughter can sometimes hurt. When have you been hurt by laughter?
   ____
   ____

8. When have you hurt someone with your laughter? __________
   ____

NUTRITIONAL PROFILE

	Almost Always (or yes)	Frequently	Sometimes	Rarely	Almost Never (or no)
1. Do you avoid or limit your intake of enriched white flour products and "sweets" made with refined (white sugars)?					
2. Do you make reasonable efforts to reduce the amount of coloring agents, preservatives, and other chemicals in your food supply?					
3. Is your breakfast larger than your lunch, and is your lunch in turn larger than your dinner (and any snacks thereafter)?					
4. Are you careful to maintain a high-roughage (diet)?					
5. If you became convinced that junk food (e.g., soda pop, sugar-coated cakes, etc.) sold in school dispensing machines were in fact non-nutritive and quite possibly harmful to your children's health would you organize a parents' group to pressure for the removal of such synthetics in favor of fruit juices, fruit snacks, or other nutritious alternatives?					
6. When you go on auto or other trips, do you pack unsalted nuts, seeds, fruits (fresh or dried), honey rolls, and other tasty alternatives to the waystation junk bins?					
7. Do you avoid eating out in restaurants that serve a high proportion of fried foods, white sugar, white flour, etc.?					
8. Do you often add unprocessed bran to your foods?					
9. Do you read the labels on packaged foods?					
10. Do you conscientiously attempt to reduce your sugar intake?					
11. Do you have any idea of your optimum daily caloric, protein, fat, vitamin, and/or mineral intake?					
12. Do you take personal nutritional surveys and discuss the results with a qualified professional in this area?					
13. Do you enjoy chewing your food instead of snapping at it and gulping it down?					
14. Do you minimize your intake of salt?					
15. Do you now smoke cigarettes, cigars, or pipes?					
16. Is it difficult for you to fall asleep at night?					
17. Do you drink more than 2 oz. of liquor or 6 oz. of wine per day?					
18. Are you assessed double fares on streetcars, buses, cabs, and airlines because of excess weight?					
19. Do you carefully discuss "fad diets" with an impartial trained person rather than a fad dietician?					
20. Do you take few if any vitamins, realize that they can be dangerous and that some are stored by the body and an overdose can be toxic and a balanced diet supplies what you need each day?					
21. Do you allow your diet/or lack of it to become a source of stress in your life; contributing more of a health hazard than you should allow it?					
22. Do you become so rigid on your eating habits that food becomes an obsession?					

Developed by Dr. Lois Steele (Ft. Peck Assiniboine)

BEST COPY AVAILABLE

PHYSICAL PROFILE

	Almost Always (or yes)	Frequently	Sometimes	Rarely	Almost Never (or no)
1. Are you comfortable with and proud of your body?					
2. Do you exercise vigorously at least 30 minutes nearly everyday (i.e., five out of seven days)?					
3. Do you include some flexibility and stretching exercise in your daily routine?					
4. Are you motivated to play sports primarily (a) For the pleasure, sociability, and/of exercise they provide?					
(b) For the joy of winning, or perhaps and excitement of risking defeat?					
5. Do you belong to a YM/WCA, health spa, or other fitness-oriented organizations?					
6. For the most part, have your experiences with athletics from the time you were a young been positive?					
7. Do you have any idea of the processes by which exercise and attendand increased fitness benefit the body?					
8. Do you regulary cycle, play handball, basketball, or soccer, or do you engage in swimming, rowing, running long distances, or other sustained vigorous activity?					

If you scored numbers:

Almost always give yourself 0 points, frequently 1 point, sometimes 2 points, rarely 3 points and almost never 4, for each question.

TOTAL: ______________________

If you scored numbers:

Almost always give yourself 0 points, frequently 1 point, sometimes 2 points, rarely 3 points and almost never 4 points, for each question.

TOTAL: ______________________

The higher the total number of points the better you understand the generally accepted aspects of nutrition and exercise, and more important the better you seem to be living by them. Keep Healthy--The Indian World needs healthy, happy workers.

Developed by Dr. Lois Steele (Ft. Peck Assiniboine)

AFFIRMATION EXERCISES

We must believe in ourselves to schieve our dreams. We can counter any sense of inadequacy or doubt with positive word images called affirmations. Positive affirmations *reaffirm* and stimulate the use of our talents.

It is important to practice repeating the affirmations. This can be done in a variety of ways.

- Repeat affirmations silently while relaxing or meditating. An especially good time to repeat them is right before going to sleep.
- Repeat them silently while doing routine work or driving.
- State affirmations aloud during the day. When possible, say them to yourself in front of a mirror.
- Adapt the words of your affirmations to a favorite melody or compose your own tune.
- Record affirmations onto a tape recorder and play the tape while driving, working around the house or when in a relaxed state.
- Write each affirmation 10 - 20 times in succession. Concentrate on the words. This is a very effective technique.
- Write each affirmation 10 - 20 times. As you write each statement, also record on the reverse of the paper those negative, blocking thoughts that arise e.g., I'm too inexperienced or I'm too young or They won't let me. Continue writing the affirmation until no doubtful thoughs remain.
- List affirmations on pretty stationery or colored paper. Tape them up in visible places (e.g., near bathroom mirror) to remind yourself to repeat them regularly.

Each chapter contains a list of affirmations you may find helpful. If none of these apply to you, make up your own. Keep the following points in mind as you design more personalized affirmations:

- Be sure to state it exactly as you want.
- Phrase affirmations in the present tense, not future. State it as if it already exists for you.

- Word them in the most positive way you can.
- Keep affirmations short, simple and clear.
- Convey strong, positive feeling in the affirmation.

When devising your own affirmations or when repeating the affirmations to yourself, it is best to create a special feeling of belief in your statement. Temporarily suspend any doubts and put your full positive energy into the words. Enjoy the positive word images you're creating.

Those interested in pursuing the use of affirmations, may enjoy reading *Creative Visualization* by Shakti Gawain (Mill Valley, Ca: Whatever Publishing, 1978). Her subtitle "Use the Power of Your Imagination to Create What You Want in Your Life" says it all.

GENERAL LEADERSHIP AFFIRMATIONS

Select from among the suggested affirmations those that feel right for you now. Repeat them to yourself daily. Use any or all of the techniques cited on the previous page. Or design affirmations highlighting the leadership skills you want to emphasize.

1. Every day in every way, I'm getting better and better at all I do.

2. I am willing to be happy and successful.

3. I am putting my life in order and am ready to accept all the good that comes to me.

4. I am talented, intelligent and creative.

5. I now have enough time, energy, wisdom and money to accomplish all my dreams.

6. I express myself freely, honestly and easily.

7. My natural birthright is radiant health, beauty, boundless energy and joy.

8. I am whole and complete and accept myself as I am.

9. I now experience joy daily, accepting I am a role model for others.

10. ________________________________
(Fill in the blank)
is coming to me easily and effortlessly.

REWRITING GOALS AS AFFIRMATIONS

Return to the exercise "Making Real My Ideal". Select one change in each category that is the most important to you right now. Reunite that action or behavior goal as an affirmation, as if it had already been achieved. Samples: I now support myself easily and abundantly through my writing. I now have the perfect house for me and my family. I now have loving relationships with all family members. It is helpful to review our goals periodically and revise them accordingly. Develop new affirmations to match each new short or long-range goal.

WORK/CAREER ______________________________

____

____

MONEY ______________________________

____

____

LIFESTYLE ______________________________

____

____

RELATIONSHIPS ______________________________

____

____

CREATIVE EXPRESSION ______________________________

____

____

LEISURE/TRAVEL ______________________________

____

____

____

PERSONAL GROWTH/EDUCATION ______________________________

____

____

____

TRIBAL SITUATION/ENVIRONMENT ______________________________

____

____

____

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Arthur, Claudeen Bates (Navajo), Arizona. Navajo National Attorney General. Only Indian woman lawyer to attain rank of Field Solicitor for Department of Interior. Ohoyo Advisory Board member. Wide activity in Indian women's issues.

Bennett, Ramona (Puyallup), Washington. Former Tribal Chair 1971 - 1978 and tribal council member, 1968 - 1979. Recognized spokesperson on Indian rights, including fishing rights, Indian child welfare and education.

Bentz, Marilyn(Gros Ventre), Washington. Acting Director, American Indian Studies Program, University of Washington. Former Seattle Indian Center Chairperson. Teaches course, "Indian Women in Society."

Butterfield, Nancy (Chippewa), Washington. Extensive media experience, professional service in alcoholism prevention and employment opportunities. Ohoyo Advisory Board member.

Deer, Ada (Menominee), Wisconsin. 1982 "Wonder Woman" Award winner in category "Women Taking Risks." Lecturer, School of Social Work (American Indian Studies), University of Wisconsin-Madison. Former Menominee Restoration Committee Chair with extensive leadership role in tribal restoration after termination. National visibility as Indian advocate, lobbyist. Candidate for Wisconsin Secretary of State; appointments to U.S. Presidential Commissions; Ohoyo Advisory Board member.

Ferron, Roberta (Rosebud Sioux), Attorney, Kansas. Director of Affirmative Action, University of Kansas-Lawrence. Former tribal judge and coordinator of American Indian Studies, Eastern Montana College. Served on state committees; Ohoyo Advisory Board member.

Green, Rayna (Cherokee) PhD, New Hampshire. Visiting Professor/ Research Scholar, Native American Studies, Dartmouth College. Widely published in scientific/technological field and on AI-AN women.

Heth, Charlotte (Cherokee) PhD, California. Director, American Indian Studies Center and Associate Professor of Music, UCLA. Developed first interdisciplinary Master of Arts program for Indian studies in U.S.

Kingman, Gay (Cheyenne River Sioux), South Dakota. Former President, National Indian Education Association with broad contributions to Indian education from national to local levels. Currently pursuing PhD.

Learned, Juanita (Arapaho), Oklahoma. First woman elected Tribal Chair, Cheyenne-Arapaho Tribes of Oklahoma, currently in second 4-year term.

McCloud, Janet (Tulalip), Washington. Tribal sovereignty advocate. Wrote/published booklets on fishing rights struggle, Indian draft resistance and critical analysis of Indian status.

Medicine, Anne (Seneca/Mohawk), California. Assistant Dean of Graduate Studies and Research, Stanford University. Broad expertise in chemical dependency and domestic violence. Ohoyo Advisory Board member.

Morris, Joann (Chippewa), Washington, D.C. Free-lance writer, consultant. Former Education Policy Fellow, U.S.D.E. Significant contributions and ongoing commitment to improving public response of school systems to special needs of Indian youth. Authored curriculum design programs. Ohoyo Advisory Board member.

Old Dog Cross, Phyllis (Mandan-Hidatsa), South Dakota. 1982 "Wonder Woman" Award winner in category "Women Helping Women." Psychiatric Nurse Clinician for IHS with state and national commitment to improve Indian health care delivery service and leadership in dealing with Indian mental health issues.

Peterson, Viola (Miami of Indiana), Michigan. Elected tribal council member, 1981-present. Former Chair, National Advisory council on Indian Education and Governors' Interstate Indian Council; NIEA Board member. Ohoyo Advisory Board member.

Piper, Lee (Eastern Cherokee), PhD, Washington. Chair, United Indians of All Tribes Foundation and Director of Multicultural Student Services, Highline Community College. Ohoyo Advisory Board member.

Robinson, Rose (Hopi), Washington, D.C. Vice-President and Director of Indian Programs for Phelps Stokes Fund. National Indian, non-Indian Board and Lutheran Church appointments with a significant contributions in Indian communications. Ohoyo Advisory Board member.

Starr, Vera Brown (Yavapai-Apache), Arizona. First woman elected Tribal Chair, 1975 - 77 and except for two-year term, an elected tribal council member since 1962. Active with tribal committees, state issues and women's concerns.

Wauneka, Annie Dodge (Navajo), Arizona. First woman elected to Navajo Tribal Council. National visibility on Indian issues and recognized elder.

Windy Boy, Janine (Crow), Montana. President, Big Horn College, Crow Agency, Montana. Extensive contributions in Indian education with service to state committees and national organizations.

Witt, Shirley Hill (Akwesasne Mohawk), PhD, New Mexico. New Mexico Secretary for Natural Resources, the first Indian woman appointed to such cabinet position. Former Director, Rocky Mountain Region, U.S. Commission on Civil Rights. Widely published author/speaker. Ohoyo Advisory Board member.

Woods, Ruth Dial (Lumbee), North Carolina. Assistant Superintendent, Robeson County Public Schools. Catalyst in advancement of education, economic and social concerns of Eastern American Indians. Member, North Carolina Indian Affairs Commission and other state/Indian organizations. Ohoyo Advisory Board member.

Suggestions for Further Reading

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Excellent resource for determining "what do I want to do with my life?" Takes reader through exercises to determine interests, job markets, matching skills, etc.

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Defines actions of victims and gives strategies for emerging from trap and operating from position of personal strength.

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The result of research and extensive experience of two management consultants, this book presents case studies of women in management positions. Identifiable traits held in common by business women are an important focus of the book.

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This workbook is full of hundreds of exercises to teach individuals to think more about personal responsibility and health. It is a very comprehensive and enjoyable approach to attaining mental, physical and environment wellness.

Sargent, Alice G. *Beyond Sex Roles*. St. Paul, MN: West Publishing Co., 1977.

Goes beyond stimulating awareness by generating behavioral and ultimately societal changes. Tool for training programs in business and affirmative action groups.

Sargent, Alice G. *The Androgynous Manager*. New York: AMACON, 1981.

A practical guide to using a blend of "masculine" and "feminine" behaviors to manage more effectively. Counteracts excesses of male and female sexism and points the way to more productive management, improved job performance and better interpersonal relationships. Has self-assessment instruments.

Thompson, Ann McKay and Wood, Marcia Donnan. Management Strategies for Women: Or Now That I'm Boss, How Do I Run This Place? New York: Simon and Schuster, 1980.

Witt, Shirley Hill. "Native Women Today: Sexism and Indian Women." Civil Rights Digest, Vol. 6, No. 3, pp. 29-35, 1974.

Suggests that when the commonalities between minority and majority women are recognized, a national movement for the equalities of peoples and sexes will be underway. An incisive article which outlines some of the problems, internal and external, Native women face as they reclaim old political statuses and carve out new roles.

INDIAN WOMEN: Most Vulnerable to Poverty

- I. Overview
- II. Taking Stock of Statistics
  - A. Education
  - B. Chart: 1980 AI/AN Population, School Attainment, Families, Income Levels
  - C. Data Deficiencies by Gender
  - D. Chart: 1980 General Characteristics Top Ten States with American Indian population
  - E. A Decade of Migration
- III. Again, Testing Indian Values
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  - H. Answers to WINC Quiz

INDIAN WOMEN:
MOST VULNERABLE TO POVERTY

By Owanah Anderson (Choctaw)
Director/Founder
Ohoyo Resource Center

□ Overview

In 1980 - for the first time since the U.S. Census Bureau began including American Indians, Eskimos and Aleuts in the national dicennial enumeration - we passed the one million mark with a count of 1,418,195 of which 717,188 are female.

The 1980 figure represents an increase of more than 71 percent over the 1970 Census count. However, the Census Bureau credits the increase more to its own success in enlisting cooperation of American Indian respondents than to American Indian fertility rates.

American Indians were not counted at all in the first U.S. Census in 1790 and it was not until a hundred years later that persons living in "Indian Territory" (now Oklahoma) or on Reservations were counted.

□ Taking Stock of Statistics

The 1970 Census analysis revealed the gloomy picture that American Indians were the most deprived and most isolated minority group of the nation. On virtually every scale of measurement - employment, income, education, health - the condition of Indian people ranked at the bottom.

A comprehensive contemporary statistical portrait of the American Indian in late spring of 1983 is not projectible.

- U.S. Census Bureau has not yet released 1980 data for 10 states including four states with largest AI/AN population: California, Michigan, Texas and New York.

  Available data extracted from Census Bureau's "Advance Estimates of Social, Economic, and Housing Characteristics: 1980" (Census Bureau's Table P-5) is shown on charts in this section.

- Many tribal leaders emphasize that 1980 statistics have scant relevancy to 1983 economic status of the Indian population due to downswing of the national economy generally and disproportionate cuts in Federal Indian programs since 1980.

  For instance, Peterson Zah, newly elected Navajo Nation Chairman, at the April 1983 Symposium of the American Indian at Tahlequah, Okla., estimated unemployment across the multi-state Navajo Nation to stand at 80 percent.

  The Census Bureau's "Advance Estimates of Social, Economic, and Housing Characteristics: 1980" listed unemployment rates among Indians in Arizona and New Mexico under 15 percent.

  Dottie Starks (Cheyenne), Assistant at National Tribal Chairmen's Association, at the Tahlequah Seminar, estimated current unemployment across Indian Country to range from 35 to 90 percent.

- Other indicators reflect an ongoing dismal picture as the following from November 1982 *Lakota Times* indicate:

> *PINE RIDGE (S. Dak.) -- "The poorest county in the country is located not in Appalachia, or in one of the ghettoes of the major cities - but in South Dakota. It is Shannon County -- where the Oglala Sioux live. And the loss of almost 1,000 federal job training positions in the last year made the situation even worse.*
>
> *"The Bureau of Census recently released figures showing that per capita income in Shannon County is $2,673. That's way below poverty level. In fact, a staggering 90 percent of the families on this Reservation are living below poverty level.... Officials note, further, that the income level cited by Bureau of Census was based on 1980 information. The situation has worsened since then, not improved, with loss of many federal programs.*
>
> *"Four Sioux Reservations are located in the eight poorest counties of the U.S.A. Buffalo County, part of the Crow Creek Reservation has second highest level of poverty.*

Ziebach County, part of the Cheyenne River Sioux Reservation, is the fourth poorest county. Todd County, located in the Rosebud Sioux Reservation is the eighth poorest."

American Indian, Eskimo and Aleut persons residing below the official 1979 poverty level in a sampling of Indian Country states are as follows:

Alaska	25%	Minn.	28%	N. Mex.	39%
Ariz.	43%	Mo.	19%	Okla.	23%
Colo.	22%	Mont.	34%	Oreg.	21%
Fla.	21%	N.C.	27%	S. Dak.	46%
Ill.	20%	N. Dak.	38%	Utah	33%
Kans.	19%	Nev.	20%	Wash.	23%

(SOURCE: U.S. Bureau of The Census)

1982 Poverty Income Guidelines for All States Except Alaska and Hawaii.

Size of Family Unit	Nonfarm Family	Farm Family
1	$ 4,680	$ 4,010
2	6,220	5,310
3	7,760	6,610
4	9,300	7,910
5	10,840	9,210
6	12,380	10,510

For family units with more than 6 members, add $1,540 for each additional member in a nonfarm family and $1,300 for each additional member in a farm family.

(SOURCE: U.S. Department of Health and Human Services)

Education

Education can be a contributing factor toward alleviating sub-standard living conditions and enhancing sociological environments within any community. In 1970, the median years of schooling was 9.8 for Indians, compared to 12.1 for the U.S. population. Only

1980 Census Bureau Profile of American Indian-Alaska Native Population

	AI-AN Population	EDUCATIONAL ATTAINMENT (*Persons over age 25*) 0 to 8 Years	High School	1 to 3 Years College	4 or More Years College	INCOME AND POVERTY STATUS, 1979 Number Families	Families Less Than $5,000	Median Family Income	Persons with Income Below Poverty Level
UNITED STATES	1,418,195								
California	201,311*								
Oklahoma	171,224	19,833	26,338	12,818	7,256	39,590	5,552	$13,481	39,598
Arizona	154,390	25,520	15,398	8,076	2,651	29,129	7,714	10,371	66,289
New Mexico	106,750	15,533	12,748	5,374	2,203	21,371	5,300	10,826	42,224
North Carolina	65,960	11,840	7,527	2,492	1,787	15,473	2,508	11,600	17,886
Alaska	64,357	11,264	8,768	2,968	950	12,036	2,006	15,921	16,168
Washington	63,808	4,852	10,079	6,148	2,126	13,936	2,220	14,778	15,238
South Dakota	45,572	4,545	5,145	2,134	869	8,167	2,295	9,141	20,819
Texas	40,074 *								
Michigan	40,038 *								
New York	38,732 *								
Montana	37,700	3,685	5,116	2,700	836	7,579	1,555	11,767	12,861
Minnesota	36,730	3,078	5,144	2,106	730	7,338	1,256	11,804	10,523
Wisconsin	29,497 *								
Oregon	30,469	2,422	5,071	2,819	1,045	6,836	878	14,809	6,593
North Dakota	19,953	2,130	1,953	1,233	366	3,746	906	10,358	7,591
Florida	25,006	2,940	4,607	2,586	1,311	6,654	913	14,346	5,341
Utah	20,103	1,927	1,812	1,193	440	3,476	660	11,853	6,592
Colorado	21,015	1,555	3,202	2,456	1,155	4,661	638	15,339	4,655
Illinois	19,612	2,195	3,351	1,666	997	4,563	629	17,059	4,036
Kansas	17,960	1,461	3,218	1,628	755	4,189	571	15,678	3,440
Nevada	14,344	1,380	2,586	1,129	439	3,373	352	15,728	2,980
Missouri	14,971	2,057	2,780	1,369	722	4,179	522	14,472	2,849
Ohio	12,240 *								
Louisiana	12,932	2,592	1,695	587	413	3,280	465	15,009	2,876
Idaho	10,523	1,009	1,435	763	333	2,356	534	11,897	3,391
Pennsylvania	9,459 *								
Arkansas	12,757	1,904	2,292	846	534	3,428	453	12,453	2,241
Virginia	10,069	975	1,706	950	807	2,623	202	18,408	1,247
Nebraska	9,146	868	1,241	607	188	1,877	400	10,808	2,957
Alabama	9,304	1,270	1,460	620	418	2,511	418	13,027	2,042
New Jersey	9,394*								
Maryland	9,075	977	1,558	809	575	2,193	260	18,789	1,805
Indiana	9,691	1,128	1,738	756	349	2,622	362	15,556	1,993
Massachusetts	9,198	850	1,570	833	559	2,157	339	13,956	2,143
Georgia	10,079	1,259	1,441	903	464	2,702	246	14,247	1,820
Wyoming	8,266	569	1,334	724	202	1,806	210	15,805	1,761
Mississippi	6,914	1,256	849	433	210	1,557	311	11,125	2,222
South Carolina	6,744	1,225	814	413	173	1,605	221	14,174	1,529
Iowa	6,342	641	1,065	315	183	1,372	184	12,833	1,718
Tennessee	7,035	1,176	1,181	585	424	2,036	424	12,150	1,876
Connecticut	4,882	511	895	484	311	1,318	183	14,759	1,136
Maine	4,365	628	649	329	106	968	169	10,977	1,224
Kentucky	3,510*								
Rhode Island	3,204	321	485	215	107	726	178	8,851	1,072
Hawaii	2,976	106	564	350	214	712	88	13,114	547
West Virginia	2,357	403	416	118	159	629	79	14,826	587
New Hampshire	1,385	178	183	125	102	367	28	14,387	275
Delaware	1,330*								
D.C.	1,014	128	106	67	214	205	35	15,417	202
Vermont	1,068	193	152	49	74	261	63	8,840	391

SOURCE: U.S. Department of Commerce, Bureau of Census.
"Advance Estimates of Social, Economic and Housing Characteristics: 1980" PHC-80-S2 Table P-5

[* Indicates figure extracted from July 1981 PC80-S1 - "Race of the Population by States"]

(Blanks indicate data unavailable at publication date)

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33 percent of the Indian population had graduated from high school compared to 52 percent of the U.S. population.

The most favorable indicator to emerge from preliminary 1980 Census data is an apparent significant upswing in educational attainment within the AI/AN population.

This increase is credited to a series of favorable pieces of legislation enacted in the 1970s, following the 1969 special U.S. Senate Subcommittee report, *Indian Education: A National Tragedy -- A National Challenge.* While budget recommendations and appropriations for the early and mid-80s are far less than promising, a significant number of Native American students have been afforded expanded educational opportunities.

In 1970, less than three percent of AI/AN population had completed four or more years of college. A sampling of 40 states plus District of Columbia *indicates that by 1980 more than 8.5 percent of persons over age 25 had completed four or more years of college.

- As would be expected, Washington, D.C. and adjoining states have highest density of AI/AN college graduates. More than one-third of the Indians over age 25 living in the District have had four or more years of college; more than 14 percent of Indians living in Virginia, and near 12 percent in Maryland.
- Relocation programs of the past, migration patterns of the past decade, and, perhaps, drawing power of academe appear to have caused the more highly educated Indians to gravitate to states distant from traditional lands. Less than 3,000 American Indians, Eskimos and Aleuts live in Hawaii, with 1,350 of them over age 25 of which near 16 percent are college graduates. More than 11 percent of the AI/AN population of the over age 25 have at least four years of college in Colorado, Connecticut, Massachusetts, New Hampshire, Tennessee and West Virginia.
- College-educated Indians comprise less than six percent of the AI/AN populations of Alaska, Arizona, Maine, Minnesota, Montana, North Carolina, North Dakota, Nebraska, New Mexico, Oregon, South Carolina, South Dakota, and Wyoming.

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* (Not included in the tally - due to lack of Census Bureau data - are California, Delaware, Kentucky, Michigan, New Jersey, New York, Ohio, Pennsylvania, Texas and Wisconsin)

- Remaining states of the sampling (from data available) have college-educated AI/AN populations ranging from six to 11 percent.

AI/AN EDUCATION PROFILE: Persons age 25 and over (Sampling)

Years School Completed	OKLAHOMA 1970	OKLAHOMA 1980	WASHINGTON 1970	WASHINGTON 1980	ARIZONA 1970	ARIZONA 1980	NEW MEXICO 1970	NEW MEXICO 1980
8 yrs. or less	32%	24%	28%	17%	51%	41%	47%	36%
1-3 yrs. H.S.	-	19%	-	20%	-	16%	-	16%
High School	38%	32%	37%	35%	24%	25%	26%	28%
1-3 yrs. College	-	16%	-	21%	-	13%	-	16%
4 or more yrs. College	3%	9%	2%	7%	1%	4%	1%	5%

(SOURCE: U.S. Bureau of The Census)

STATE OF OKLAHOMA EDUCATIONAL CHARACTERISTICS
BY RACE AND SPANISH ORIGIN: 1980

	WHITE	BLACK	AI/AN	ASIAN; PACIFIC	SPANISH ORIGIN
Persons age 25 and over	1,569,022	97,009	82,599	10,143	23,254
Elementary (0-8 yrs.)	18%	22%	24%	17%	32%
1-3 yrs. H.S.	15%	20%	19%	9%	16%
H.S.: 4 yrs.	35%	33%	32%	27%	27%
1-3 yrs. College	16%	15%	16%	18%	15%
College: 4 or more yrs.	16%	10%	9%	29%	10%

(SOURCE: Table P-5. General, Social, and Economic Characteristics by Race and Spanish Origin: 1980 - U.S. Bureau of The Census)

Data Deficiencies by Gender

Statistical data on educational attainment by gender was by late spring 1983 unavailable - an age old dilemma for historians, educators and statistical analyists. In fact, Dr. Helen Scheirbeck (Lumbee) at the first OHOYO conference (Albuquerque, 1979) stated:

> "I've spent the last four years of my life pouring over the archives, nationally and in the state of North Carolina, concerning Indian Education. I found recorded only a few things about Indian Women....the first Indian woman finished Philadelphia Medical School for Women in 1848 -- no name or tribe was given.... Those same set of reports record that the Indian girls at Albuquerque sewed 400 sets of pantaloons for Indian girls in the 1880s at off-reservation boarding schools...."

In an earlier paper, Dr. Scheirbeck, who currently heads Indian Nations Program for Save the Children, an international child assistance program, wrote in *Conference on Educational and Occupational Needs of American Indian Women* (1980 U.S. Department of Education):

> "Few concrete facts exist with regard to the educational status of American Indian girls.
>
> "There are no educational statistics for Indian girls living in non-reservation communities to which one can turn....
>
> "Until clearer statistics are kept on all Indians by age, by sex, by academic level and achievement, and by legal status (living on reservations, not living on reservations - in urban or rural settings), it will be difficult to report on the educational status of American Indian girls accurately...."

Dr. Shirley Hill Witt (Akwesasne Mohawk) emphatically complained in her widely read article "Native Women Today: Sexism and the Indian Woman," excerpted in part here from *Civil Rights Digest* (Spring, 1974) as follows:

> "Statistics about the educational attainment of Indians, Eskimos, and Aleuts are not hard to come by, but it is very difficult to obtain figures by sex....(reports) do not provide separate tabulations by sex...."

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Table A.—Selected General Characteristics for the Top Ten States With American Indian Population: 1980

Characteristics	California	Oklahoma	Arizona	New Mexico	North Carolina	Washington	South Dakota	Michigan	Texas	New York
HOUSEHOLD TYPE AND RELATIONSHIP										
Total persons..........	198,155	169,292	152,498	105,976	64,536	58,186	44,948	39,714	39,375	38,967
In households................	192,915	164,821	149,152	104,398	63,190	56,599	43,471	38,855	37,324	38,103
Householder................	63,771	49,786	33,393	24,447	17,962	16,602	9,554	11,337	13,307	12,657
Nonfamily householder...	17,608	11,124	4,858	3,645	2,663	4,259	1,537	2,570	3,307	3,714
Spouse....................	32,995	29,992	19,872	14,726	11,257	8,693	4,620	5,999	7,928	5,410
Other relatives...........	83,799	81,995	91,613	63,335	32,595	27,677	27,403	19,548	14,576	17,783
Nonrelatives..............	12,350	3,048	4,274	1,890	1,376	3,627	1,894	1,971	1,513	2,253
Inmate of institution.......	2,200	2,692	1,626	457	620	873	956	558	480	407
Other, in group quarters....	3,040	1,779	1,720	1,121	726	714	521	301	1,571	457
Persons per household.......	2.97	3.04	4.36	4.19	3.52	3.20	4.27	3.27	2.95	3.01
Persons per family..........	3.48	3.56	4.81	4.67	3.88	3.72	4.71	3.74	3.46	3.61
Persons under 18 years....	66,495	66,063	69,633	47,339	25,067	23,081	21,940	15,994	11,733	13,334
Householder or spouse.......	270	311	128	134	95	100	44	51	92	30
Own child....................	57,067	55,911	54,752	38,005	21,414	19,335	16,394	14,202	10,108	11,645
In married-couple family..	39,722	44,389	41,392	29,096	16,691	12,906	9,892	9,934	8,121	7,032
With female householder, no husband present.......	14,653	10,165	11,217	7,532	4,147	5,329	5,610	3,761	1,594	3,978
Other relatives.............	6,420	7,761	12,581	8,322	3,094	2,578	4,335	1,240	1,101	1,132
Nonrelatives................	2,294	787	1,156	437	348	905	687	391	220	427
In group quarters...........	444	1,293	1,016	441	116	163	480	110	212	100
MARITAL STATUS										
Male, 15 years and over.................	70,726	55,305	45,525	31,565	21,552	19,437	12,813	13,211	13,440	13,361
Single......................	25,363	17,361	19,180	12,622	7,247	7,490	6,023	4,858	4,335	5,188
Now married, except separated.................	34,744	31,308	22,127	16,380	12,130	8,911	4,859	6,477	9,052	5,901
Separated..................	2,552	933	1,004	559	861	628	315	376	428	745
Widowed....................	1,371	1,556	1,280	858	487	445	515	272	319	524
Divorced...................	6,696	4,147	1,934	1,146	827	1,963	1,101	1,228	1,306	1,003
Female, 15 years and over.................	74,128	60,579	49,806	35,464	22,415	19,937	13,783	13,600	14,503	14,800
Single.....................	19,599	13,599	17,597	12,505	5,786	5,672	4,991	3,931	3,120	4,799
Now married, except separated.................	35,269	31,858	23,011	16,759	11,911	9,212	5,248	6,288	8,342	5,876
Separated..................	3,783	1,586	1,627	1,037	1,241	1,013	470	582	479	1,130
Widowed....................	5,597	7,452	4,497	3,234	2,250	1,403	1,397	1,048	1,073	1,592
Divorced...................	9,880	6,084	3,074	1,929	1,225	2,637	1,677	1,731	1,489	1,403

- Represents zero.

Source: U.S. Department of Commerce, Bureau of the Census.

A Decade of Migration

Income is a major determining factor affecting migration. The median income for an Indian family in 1970 was $5,832, compared to $9,590 for a national median. Sunbelt states saw increases in Indian populations in the 1970s ranging up to 367 percent in Arkansas, 225 percent in Georgia and 123 percent in Texas.

In 1960, 30 percent of the Indian population lived in urban areas; in 1970 approximately 45 percent. In 1980, Bureau of Indian Affairs released a report announcing that 52 percent of Indians reside on or near a Reservation - thru indicating the remaining 48 percent to be residing in urban areas.

Agnes Williams (Seneca) in *Conference on the Educational and Occupational Needs of American Indian Women*, published in 1980 by National Institute of Education, in the following excerpts, speaks to the phychological effects and necessary social adjustments imposed on American Indian women as they enter the urban community:

> "Abandoning tribal relationships and negative experiences during the vulnerable lifetimes have important effects on the acculturation and deculturation processes for uprooted Indian women....actively trying to preserve their Indian ways as well as to survive in the urban environment....it is extremely difficult for her to retain her uniqueness."

□ Again, Testing Indian Values

Evelyn Lance Blanchard (Laguna Pueblo), whose contributions to implementation of Indian Child Welfare Act have been nationally significant, wrote in the above mentioned NIE-publication as follows:

> "There have been pressures on Indian communities in the past several hundred years. Since the coming of the Europeans and their conquests, whole tribes of Indian people have been destroyed. Only a few hundred Indian tribes remain today, and not all survived in sufficient numbers to maintain the balance of inter-relationships that previously sustained them. Yet, there is a tenacity to the tribal structure that holds Indians strongly to their tribal identification.

"In these societies, Indian women's roles are defined clearly. Responsibility for the maintenance of life is sustained by women whose duties go far beyond bearing children. Without women, the life of the tribal community cannot go on."

"Strengths of the American Indian Family

By Dr. Ronald G. Lewis (Cherokee)
Professor, School of Social Work
Arizona State University, Tempe

(EDITOR'S NOTE: Ron Lewis, Ph.D., grew up in the Cookson Hills of northeastern Oklahoma among the Keetoowah traditionalist Cherokees. His perspective of the spirituality among American Indians reflects that of his people. There is not - nor has there ever been - one monotheistic, homogeneous Native American religion. Relationships with a Creator differ as languages differ from tribe to tribe. The following is excerpted in part from a paper the author presented to National Center on Child Abuse and Neglect and which was subsequently published in "Human Development News," 1983.)

Since the beginning of my career in social work some 20 years ago, I have been inundated with material painting a very bleak, disturbing view of the American Indian. I am not going to dwell on this picture, but will focus instead on my own experiences and observations as an Indian growing up and on the "patterns of strength" I gained.

If one is going to look at the Indian family, one must look at the Indian community as a totality.

American Indian family networks assume a structure which is radically different from other extended family units in western society. The accepted structural boundary of the European model, for example, is the household. Thus an extended family is defined as two or more generations within a single household. American Indian family networks, however, are structurally open and assume a village-type characteristic. Their extension is inclusive of several households representing significant relatives along both vertical and horizontal lines.

Within the Indian community, be it urban, rural or on the reservation, Indian families do try to help each other - in spite of the appearance of social disorder and material deprivation.

Such built-in helping systems need to be explored and identified in order to establish a point of departure before professional program helpers begin tampering with the family.

Another strength of the Indian family is our religion. By religion I mean a certain spiritual quality which cannot be defined in terms of a particular doctrine or sect or denomination, but a spirit of seeking peace with nature and with your fellow beings and creator. There is a spirit of cooperation, not competition; a spirit of being in tune and rhythm with the earth.

The Indian's survival has not been considered "a good bet." Yet we have survived, not because of the graces of the majority culture, but because, I believe, we have developed a philosophy in which because of extreme external threats, we turn inwards and then upwards toward a creator. This spirituality has sustained us through many hardships.

In the midst of abject poverty and sorrow comes "the courage to be," to face life as it is and yet maintain a spiritual optimism.

As a small child in the Cookson Hills of Oklahoma, I was told many stories by the elders. Some were scary, but each had a moral. They pointed out that life has spirits - both good and evil - but the good always won out. I was also taught an awareness of something spiritual, a belief in a higher order or power, and in the goodness of humankind. All of this was learned while we were experiencing a great deal of material deprivation and prejudice.

The third strength of Indian families is in deep personal relationships. Within my own extended family I have observed how the various children have grown up, and I have often wondered why parents and grandparents never spanked us. I think it comes from respect.

Respect lies at the very center of a person's relationship with all others, starting with the child's relationship with all others, starting with the child's relationship with the parents. It lies at the center of a person's relationship to nature and to the creator; respect for the elders, respect for the child, respect for all living creatures and life. Respect is really the foundation of discipline and authority - it is basic to every kind of learning as well as to the enjoyment of life.

> Respect is the primary principle on which all relationships are built. Independent judgement begins to develop, but first the roots are planted by a form of role modeling of, hopefully, loving authority figures.
>
> Perhaps all of these values get twisted when surrounded by the majority culture.... What most average American families don't understand is the duality of the system they have produced. They are continually caught between an austere puritanical ideology, and a competitive consumer society. The American Indian family finds living with such contradictions an act of dishonesty. In a simplistic way, actions must be judged either right or wrong.
>
> We must do all that lies within our power to help Indian families by providing them with material opportunity for using their talents in order to live a full and happy life and to gradually change and improve their lot. It is my belief that positive development does not start with material possessions. It starts with giving Indian families a chance at a good education, organization and discipline within their own cultural choices and settings.
>
> As Indian families we find ourselves in a dilemma. We have to accommodate to another culture if we are to survive. Yet I feel that we have a range of values, strengths and insights that transcends anything the West has to offer. So as Indians we have to induce - through our own education and character - the strength that will enable us to reshape our own future.

☐ Taking Stock of Facts

Indian Women Heads of Households: Double National Average

Over the next three years, the Cesus Bureau will be digesting and updating the results of the 1980 count as data gatherers assemble megaloads of intriguing information about the way all Americans live and how we are changing.

Demograph patterns for the *national population* as a whole show:

- Families headed by a single parent (without a spouse present) have soared from 21.7 million in 1970 to 35 million today, largely because of the rising divorce rate and the increasing incidence of out-of-wedlock births.
- Annual median income for a "traditional" family headed by a married couple in 1980 was $23,141, while for a female head of household with no spouse present - 11.3 percent of all households - it is $9,320.
- More than one-half of all American women work outside the home.
- The wage gaps between women and men still persist - and in some cases have actually widened.

Preliminary data and analysis show how the changing national profile impacts *American Indian populations:*

- Nearly one-fourth of all American Indian households are headed by women with no husband present. This is more than twice the national average.
- The national average is 11.3 percent; the American Indian average projects at 24 percent.
- American Indian women (Aleut and Eskimo populations not included) headed households at the following rates in 1980:

1) California	*23.12%*	*11) Montana*	*26.62%*
2) Oklahoma	*18.90%*	*12) Minnesota*	*37.87%*
3) Arizona	*25.66%*	*13) Wisconsin*	*29.74%*
4) New Mexico	*24.28%*	*14) Oregon*	*23.49%*
5) N. Carolina	*20.94%*	*15) Alaska*	*25.04%*
6) Washington	*25.78%*	*16) N. Dakota*	*31.65%*
7) S. Dakota	*37.79%*	*17) Utah*	*22.23%*
8) Michigan	*24.94%*	*18) Florida*	*17.39%*
9) Texas	*13.25%*	*19) Colorado*	*19.76%*
10) New York	*31.27%*	*20) Illinois*	*23.60%*

Where Are Our Indian Children?

In 1978, Congress passed Indian Child Welfare Act - but never appropriated sufficient funding to broadly implement the legislation.

1980 Census Bureau Profile of American Indian-Alaska Native Population

		Women				Children (*Persons under Age 18*)			
	AI-AN Population	Female Population	Median Age *Indians*	In Labor Force	Heading Households	Under 18 Population	In a Married Couple Household	With Female Householder	With Other Relatives
UNITED STATES	1,418,195								
California	201,311*		26.2		10,789	67,425	40,255	14,833	6,509
Oklahoma	171,224	86,919	25.1	26,634	7,312	66,143	44,449	10,175	7,763
Arizona	152,857	78,896	20.4	19,559	7,331	69,710	41,433	11,228	12,594
New Mexico	106,750	55,611	20.8	14,394	5,051	47,382	29,131	7,534	3,225
North Carolina	65,960	33,404	23.8	11,881	3,207	25,095	16,702	4,153	3,100
Alaska	64,357	31,827	22.6	8,810	2,553	26,942	17,921	3,595	3,137
Washington	63,808	32,311	23.0	10,603	3,323	23,952	13,416	5,528	2,638
South Dakota	45,572	23,280	19.1	5,814	3,030	21,948	9,896	5,611	4,337
Texas	40,074*		26.9		1,345	11,964	8,264	1,624	1,134
Michigan	40,038*		22.7		2,201	16,096	10,005	3,776	1,246
New York	38,732*		27.0		2,816	13,478	7,126	4,007	1,141
Montana	37,700	19,388	21.0	5,586	2,008	16,531	9,310	3,288	2,623
Minnesota	36,730	18,915	20.7	5,645	2,590	15,698	7,442	4,815	1,740
Wisconsin	29,497*		21.5		1,774	12,681	7,148	3,156	1,266
Oregon	30,469	15,209	23.6	5,004	1,396	10,508	6,168	2,182	1,082
North Dakota	19,953	10,245	19.6	2,746	1,191	9,660	5,257	2,335	1,213
Florida	25,006	12,235	27.5	5,026	841	5,486	3,439	964	569
Utah	20,103	10,320	18.4	2,540	722	9,470	5,279	1,195	1,031
Colorado	21,015	10,340	23.5	3,813	786	6,547	4,093	1,244	627
Illinois	19,612	9,846	25.9	3,905	885	5,445	3,272	1,282	472
Kansas	17,960	9,005	23.8	3,091	639	5,317	3,536	965	462
Nevada	14,344	7,157	23.7	2,788	719	4,968	2,540	922	800
Missouri	14,971	7,309	27.8	2,864	484	3,731	2,487	677	280
Ohio	12,240*		27.6		658	3,792	2,386	838	267
Louisiana	12,932	6,025	23.7	1,765	368	4,594	3,457	560	343
Idaho	10,523	5,289	21.2	1,624	540	4,603	2,711	815	603
Pennsylvania	9,459*		27.8		578	2,939	1,695	705	283
Arkansas	12,757	6,625	28.7	2,340	350	2,994	2,158	430	245
Virginia	10,069	4,787	28.1	2,210	381	2,550	1,712	412	201
Nebraska	9,146	4,548	21.0	1,341	620	4,118	1,952	1,098	665
Alabama	9,304	4,693	25.7	1,687	314	2,634	1,967	356	195
New Jersey	8,394*		29.1		530	2,508	1,501	596	246
Maryland	9,075	4,471	26.8	1,781	423	2,676	1,630	595	261
Indiana	9,691	4,950	26.5	1,776	377	2,504	1,662	495	172
Massachusetts	9,198	4,704	26.7	1,855	564	2,502	1,207	871	195
Georgia	10,079	4,719	26.7	1,790	300	2,206	1,446	365	193
Wyoming	8,266	4,173	21.4	1,100	267	2,978	1,774	349	618
Mississippi	6,914	3,561	23.1	1,143	299	2,540	1,347	396	528
South Carolina	6,744	3,251	24.1	1,141	211	2,011	1,333	276	232
Iowa	6,342	3,282	21.4	1,117	318	2,279	1,240	591	283
Tennessee	7,035	3,570	29.0	1,375	217	1,350	899	211	137
Connecticut	4,882	2,441	27.9	1,085	311	1,390	804	389	100
Maine	4,365	2,174	21.6	759	240	1,719	942	449	167
Kentucky	3,510*		27.5		179	1,015	631	196	73
Rhode Island	3,204	1,837	26.4	607	283	1,059	444	465	103
Hawaii	2,976	1,272	24.5	484	102	814	507	174	50
West Virginia	2,357	1,146	29.8	345	84	434	269	77	52
New Hampshire	1,385	591	26.7	244	65	422	264	88	27
Delaware	1,330*		28.3		62	346	210	65	34
D.C.	1,014	478	32.0	246	93	212	71	80	25
Vermont	1,068	565	24.6	211	61	337	208	89	14

[* Indicates figure extracted from July 1981 PC80-S1 - "Race of the Population by State"]

SOURCE: U.S. Department of Commerce, Bureau of Census. Extracted from Table 22 - "General Characteristics for Selected Racial Groups: 1980" and Table P-5 - "General, Social, and Economic Characteristics: 1980."

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The Congress passed the Act in response to Indian concerns about the increasing numbers of Indian children being adopted or placed in non-Indian homes. The Law restricts social agencies from placing children in non-Indian homes without tribal or parental consent, acknowledges the jurisdiction of tribal courts over child custody and related cases occurring on Reservations, and provides for transfer of jurisdiction from states to tribal courts under certain conditions.

Serious impact of the 1978 legislation could scarely be felt by time the 1980 Census count came. Preliminary study of the 1980 Census reports provides no real handle on, for instance, with whom lived 14,820 Indian youth listed as living with non-relatives. No insight can be gleaned on what sort of group quarters lived 7,480 AI/AN youth under age 18.

From the data, one finds the following:

- 39 percent of the American Indian, Eskimo and Aleut population (555,703) age 18 or under
- 58 percent of the AI/AN youth resided in a married couple household
- 20 percent of them resided in 1980 in a female headed household
- 12 percent resided with other relatives
- 3 percent resided with non-relative
- -2 percent resided in group quarters
- .36 percent were themselves householders

Age 18 and Under American Indian, Aleut and Eskimo Population: 1980

	ARIZ.	*OKLA.*	*N. MEX.*	*WASH.*	*UTAH*
1980 Count	*69,710*	*66,143*	*47,382*	*26,942*	*5,486*
Married Couple Household	*59.43%*	*67.20%*	*61.48%*	*56.01%*	*55.74%*
Female Headed Household	*16.10%*	*15.38%*	*15.90%*	*23.07%*	*12.61%*
Other Relatives	*18.06%*	*11.73%*	*12.35%*	*11.01%*	*10.88%*
Non-Relatives	*1.70%*	*1.20%*	*1.74%*	*3.98%*	*12.32%*
Group Quarters	*1.50%*	*2.00%*	*1.76%*	*0.70%*	*6.00%*
Selves, Householders	*0.18%*	*0.47%*	*0.53%*	*0.42%*	*0.40%*
Unaccounted for: Approx.	*3.03%*	*2.02%*	*6.24%*	*4.81%*	*2.05%*

(Extractions from "General Characteristics for Selected Racial Groups: 1980" - (Table 22) - Bureau of The Census)

> Available information suggests that one of the greatest handicaps faced by Indian women is that they are tracked by federally supported programs and activities into traditionally female low paying clerical and service occupations.

"To round out this brief section on native women in the field of employment, you should know that only 11 percent of Indian women employed outside the home are in professional and technical work. And only 2 percent are employed as managers and administrators."

More Women .... More Indian Woman .... In 1980 Work Force

- The 1980 Census was the first to report that more than one half of *all* U.S. women work outside the home.

35% of *American Indian* women, over age 16, were in the 1970 labor force.

49.21% of *American Indian* women, over age 16, who resided in 40 states and the District of Columbia were in 1980 labor force.

Census Bureau had not by May 1983 released data for ten states: California, Delaware, Kentucky, Michigan, New Jersey, New York, Ohio, Pennsylvania, Texas and Wisconsin.

Analysis of *American Indian, Eskimo and Aleut* women, over age 16, in the labor force in a sampling of states reveals:

Alaska	*43.08%*	*Kansas*	*48.40%*	*Nevada*	*55.29%*
Arizona	*40.32%*	*Maryland*	*54.78%*	*N.Mexico*	*42.00%*
Colorado	*54.00%*	*Missouri*	*51.50%*	*Oklahoma*	*44.82%*
D.C.	*55.15%*	*Montana*	*56.87%*	*Oregon*	*48.51%*
Florida	*52.87%*	*N.Carolina*	*53.15%*	*S.Dakota*	*43.51%*
Idaho	*49.78%*	*N. Dakota*	*44.85%*	*Utah*	*42.00%*
Illinois	*54.15%*	*Nebraska*	*47.35%*	*Washington*	*48.53%*

(Source: Analysis of 1980 Census Report - Table P-5)

☐ Forboding Forecasts:

> *"All other things being equal, if the proportion of the poor in female-householder families were to continue to increase at the same rate as it did from 1967 to 1978, the poverty population would be composed solely of women and their children before the year 2000." (National Advisory Council on Economic Opportunity)*

- An estimated 85 percent of all American women can expect to have to support themselves (if not themselves AND their children) at some time in their lives.
- Logically, the burden of supporting ourselves - and likely our children - will fall harder on *American Indian* women.

Indian Women Paid Less

In 1979, Women's Bureau of U.S. Department of Labor issued a publication entitled *Native American Women and Equal Opportunity: How to Get Ahead in the Federal Government.* Shirley Hill Witt (Akwesasne Mohawk) in the publication said:

> "Indian women in today's world of work is a difficult subject to talk about because there is no uniform, consistent, and accurate data base which measures employment, and underemployment among American Indians. The Bureau of Indian Affairs (BIA) estimates speak to the reservation situation for the most part. Off-reservation statistics are entirely unbelievable.
>
> "What is clear is the fact that Native Americans find themselves at the bottom of any list ranking levels of employment and education. And when such a list is segregated into male and female classifications, Indian women are consistently the lowest paid, lowest ranked, most unemployed segment of the national work force.
>
> "To the extent that Indian employment is Federal employment, Federal employment essentially means employment in the Department of Interior (mainly the BIA) or in the Department of Health, Education, and Welfare [now Department of Health and Human Service], (Public Health Service and Indian Health Service). In these agencies, native women make up a veritable army of clerks, secretaries, and janitors. The National Advisory Council on Women's Educational Programs recently observed:

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Table A.—Selected General Characteristics for the Top Ten States With American Indian Population: 1980

Characteristics	California	Oklahoma	Arizona	New Mexico	North Carolina	Washington	South Dakota	Michigan	Texas	New York
AGE										
Total persons	198,155	169,292	152,498	105,976	64,536	58,186	44,948	39,714	39,375	38,967
Under 5 years	16,816	17,250	19,594	13,853	6,582	6,153	6,605	3,598	2,982	3,426
5 to 9 years	16,814	17,634	18,526	12,650	7,144	6,090	5,933	4,317	3,170	3,417
10 to 14 years	19,671	18,524	19,047	12,444	6,843	6,569	5,814	4,988	3,280	3,963
15 to 19 years	22,098	20,055	19,906	13,513	7,388	7,007	5,649	4,927	4,179	4,147
20 to 24 years	21,691	15,005	15,237	11,099	6,822	6,252	4,156	3,982	4,762	3,779
25 to 29 years	19,408	12,427	11,922	8,852	5,746	5,271	3,374	3,407	3,953	3,471
30 to 34 years	17,437	11,195	9,803	7,114	5,203	4,390	2,659	3,173	3,479	3,250
35 to 39 years	13,895	9,056	7,576	5,375	3,844	3,609	1,983	2,510	3,004	2,662
40 to 44 years	10,955	7,667	6,640	4,595	3,090	2,942	1,679	1,918	2,375	2,048
45 to 49 years	8,933	6,970	5,630	3,704	2,421	2,427	1,557	1,682	1,945	1,839
50 to 54 years	8,530	6,738	4,702	3,055	2,211	1,981	1,272	1,457	1,752	1,779
55 to 59 years	7,220	6,759	3,880	2,487	2,112	1,705	1,179	1,258	1,485	1,462
60 to 64 years	5,192	5,438	2,913	2,115	1,714	1,246	948	852	1,033	1,131
65 to 69 years	3,860	5,265	2,528	1,911	1,386	972	787	664	712	949
70 to 74 years	2,434	3,910	1,841	1,411	956	631	554	429	578	700
75 years and over	3,201	5,399	2,753	1,798	1,074	941	799	552	686	944
16 years and over	140,502	111,631	91,123	64,156	42,461	37,964	25,360	25,757	29,164	27,336
Median	25.5	23.6	19.8	20.2	23.1	22.5	18.5	22.4	26.6	26.0
Female	100,383	86,521	78,251	55,013	32,524	29,204	22,968	20,069	19,099	20,105
Under 5 years	8,249	8,376	9,734	6,919	3,194	3,018	3,365	1,805	1,433	1,727
5 to 9 years	8,312	8,665	9,243	6,410	3,350	3,019	2,962	2,174	1,533	1,638
10 to 14 years	9,694	8,901	9,468	6,220	3,365	3,230	2,858	2,490	1,630	1,940
15 to 19 years	10,975	9,747	9,977	6,926	3,581	3,477	2,769	2,390	2,038	2,096
20 to 24 years	10,524	7,500	7,981	5,924	3,415	3,081	2,117	2,015	2,183	1,947
25 to 29 years	9,862	6,426	6,239	4,616	2,865	2,677	1,782	1,725	1,857	1,779
30 to 34 years	9,003	5,834	4,989	3,718	2,598	2,245	1,371	1,646	1,708	1,677
35 to 39 years	7,169	4,600	4,053	2,900	1,907	1,849	1,061	1,289	1,412	1,379
40 to 44 years	5,692	4,015	3,518	2,513	1,580	1,471	870	944	1,140	1,123
45 to 49 years	4,550	3,669	3,099	2,056	1,258	1,231	842	871	955	971
50 to 54 years	4,402	3,529	2,580	1,675	1,198	1,010	687	714	848	928
55 to 59 years	3,797	3,619	2,118	1,352	1,163	860	616	646	758	808
60 to 64 years	2,703	2,994	1,552	1,117	932	646	498	451	499	610
65 to 69 years	2,090	2,998	1,378	1,011	793	504	415	346	386	537
70 to 74 years	1,436	2,281	915	750	529	346	305	235	319	407
75 years and over	1,925	3,367	1,407	906	596	540	450	328	400	538
16 years and over	71,936	58,570	47,707	33,990	21,691	19,221	13,169	13,106	14,116	14,372
Median	26.2	25.1	20.4	20.8	23.8	23.0	19.1	22.7	26.9	27.0

Source: U.S. Department of Commerce, Bureau of Census.

- In 1970, the median annual income for *all* U.S. women, aged 16 and over, who worked outside the home was $2,330.

  Median annual income in 1970 for *American Indian* women age 16 and over who worked outside the home was $1,697.

- In 1980, median annual earnings for *all* U.S. women who worked full time, year around was $11,197.

  For *all* U.S. men in 1980 who worked full time, year around was $18,612 - a $7,415 differential. Women workers still earn approximately 60 percent of male incomes.

  Data on median annual earnings for 1980 for *American Indian* were not available at May 1983 press deadline.

However, the biggest single employer of AI/AN women is the government of the United States - with the overwhelming majority working for Bureau of Indian Affairs and Indian Health Service.

In 1980 HEW (now HHS), which administers IHS, reported the following average grade levels:

Asian American women	GS 7.64
Non-Minority women	GS 7.08
Hispanic women	GS 6.14
Black women	GS 6.10
American Indian women	GS 5.19
Alaska Native women	GS 4.36

In 1980, BIA reported a work force of 18,000 total employees, including temporary. The G-S averages were as follows:

BIA	MALE	FEMALE
All employees	GS 8	GS 5
White	GS 10	GS 8
Asian American	GS 10	GS 10
Black	GS 9	GS 8
Hispanic	GS 9	GS 7
American Indian	GS 6	GS 4

Though "Indian Preference" has been in existence since 1934 and upheld in a series of court cases - specifically deemed appropriate for BIA - the following pattern existed in 1980.

BIA	Non-Indian Employees	Indian: Both Sexes	Indian Men	Indian Women
Supervisors	49%	51%	34%	17%
Professionals	67%	33%	15%	18%
Administrative in GS Series	34%	66%	43%	23%
Technical Positions	8%	92%	36%	56%
Clerical Positions	11%	89%	9%	80%

Dealing with the Dilemma

Nobody - in or out of Indian Country - has patented solutions to the multitude of serious problems which challenge today's Indian women .. Indian men .. Indian families.

Unemployment, under-employment, budget cuts to Indian programs, lack of public response to public responsibilities long ago assumed, threat of termination in new and insidious masks: the problems are many.

But as we reflect on the seemingly insurmountable problems which confront us from every direction, we must also reflect on our heritage as survivors.

Our people survived racial genocide!

We will survive the 20th century - and beyond.

The role in advocacy of Indian women .. and Indian men .. and Indian families .. which the Ohoyo project has attempted since 1979 to play has been basically that of communications: to broker linkages among Indian women who may have never met each other and to broker linkages into the dominant society where public policy is made that shapes the life of each of us.

The American Indian, Eskimo and Aleut population totals but six-tenths of one percent of the nation's total population. We are scattered and too often at odds with each other. We must articulate our concerns and carry them to national coalitions we know to have just and moral commitment. Organizations such as YWCA, which has as its imperative to combat international racism, and which demonstrated its concern about American Indians in late 1982 by leading the way in protest against the sexist/racist videotape, "Custer's Revenge." We cannot fight our battles alone, but we must learn how to impact public policy and how to enlist assistance from dominant society organizations committed to social justice.

The Ohoyo project never presumed to "take on" all the problems of Indian America. Its target has been advancing educational and resulting employment *opportunities* of American Indian women. The Ohoyo project - and this training manual - received funding from Women's Educational Equity Act Program to develop model programs and materials which address double discrimination faced by Indian women, i.e., stereotyping, textbook omission, sex and race/ethnic bias.

It has been the objective of the Ohoyo project to seek wide involvement of many Indian women and, as this manual demonstrates, to share *their* viewpoints, perspectives, knowledge, wisdom. It is our hope that *their* stories may help other Indian women to deal with dilemmas in personal, community and tribal situations.

Additionally, we choose to include in this section:

1) Recommendations on educational and occupational needs of American Indian women - in excerpted form - as advanced by a dozen strong and notable Indian women from the previously referenced 1980 NIE publication.

2) To stress to American Indian women that while many of our problems are unique to us as Indian people, we also share common problems with *all* American women in our quest for employment, education and upward mobility. Therefore, we include excerpts from *Title IX: The Half Full, Half Empty Glass*, the 1981 report of National Advisory Council on Women's Educational Programs.

3) From Women's Bureau, U.S. Department of Labor, *20 Facts of Women Workers: 1982* and exercises from a new 1983 product of DOL *Women in Nontraditional Careers* (WINC).

> ***"Unity is the key to bringing our people together in Respect, Honor and Appreciation. Without this, our communities will not survive."***
> **-Sioux Elder - 1884**

Highlights and Recommendations from

Conference on the Educational and Occupational Needs of American Indian Women

NATIONAL INSTITUTE OF EDUCATION (NIE)

October 1980

INTRODUCTION

...American Indians face some unique adversities: centuries of exploitation by White settlers; deprivation of their land and livelihood; and forced removal of children from their tribal upbringing. And despite numerous agreements with the U.S. Government, many of their grievances still await redress.

...American Indian women have borne the brunt of these troubles and have become the backbone of their society, surviving loss of land, culture, and children. Their tale is told in these pages by those who have miraculously overcome such barriers. The conference participants were nominated and selected from State and Federal Government agencies, professional and research organizations, and academic institutions; they represent researchers, policy makers, activists, and students from the fields of anthropology, education, nursing, law, and other social sciences.

RECOMMENDATIONS

1. Research should be initiated to develop a model for data collections, recordkeeping, and interpretation that would clarify tribal and community population classification. There must be recognition of a tribal government's inherent right to determine who are its citizens or members...
2. Research on the effects of urbanization of Indian women and their families must be conducted by Indian researchers. The intent is to determine the sociological and psychological effects on Indian women and their families as they enter and leave the reservation. Results may indicate probabilities for success or failure in the educational arena. There is a need to examine levels of achievement, motivation, and learning patterns indicative of changing life-styles. It is important to study cultural similarities, as well as cultural differences, as they pertain to variant tribal groups, communities, and individuals.
3. Research pertaining to Indian people must be conducted by American Indians.
4. Research must focus on the educational status of Indian women who are heads of households....
5. To meet tribal needs, NIE must plan for training needs directed toward both appropriate sex education and family planning....

(16 additional recommendations addressed needed research, and monitoring)

CHAIRPERSON'S REPORT: A QUALITATIVE ANALYSIS

Patricia Locke (Sioux-Chippewa)

BACKGROUND

Readers of this volume should be aware that the educational, occupational and research needs of American Indian women are universally thought to be almost inseparable from those same needs of the Indian families and tribes of which they are an integral part...

[The Chairperson synthesized papers presented by Henrietta V. Whiteman (Southern Cheyenne), Helen M. Scheirbeck (Lumbee), Clara Sue Kidwell (Choctaw/Chippewa), Evelyn Lance Blanchard (Laguna), Beatrice Medicine (Hunkpapa-Sihasapa Lakota), Rosemary Wood (Osage), Tillie Walker (Mandan-Hidatsa), Carolyn Attneave (Delaware/Cherokee), Agnes Dill (Isleta/Laguna), Rita Keshena (Menominee), and Agnes F. Williams (Seneca).]

CHAIRPERSON'S REPORT: A QUANTITATIVE ANALYSIS

Anita Bradley Pfeiffer (Navajo)

CHANGING ROLES OF AMERICAN INDIAN WOMEN

In accordance with a variety of factors involved in the changing roles of American Indian women, the participants recommended the following:

- New socialization studies about Indian women are needed. In the past, most studies about Indians were made by European white men . . . Studies should be conducted on the changing roles of Indian men . . . Historical studies are needed to reflect the changing roles of Indian women . . .
- Studies on tribal kinship systems should be conducted to understand better dysfunctional behavior as it relates to Indian personality and character . . .
- There is need to identify, analyze, and recommend ways to encourage and support mature Indian women to continue their education . . . Studies that examine how sex education and control of family size may benefit the Indian family need to be conducted . . .
- Studies to identify and examine the characteristics that help Indian people attain the outward symbols of success (e.g., education and jobs) should be undertaken . . .
- The incidence of violence and crime among Indian women must be examined. Studies focusing on the incidence of crimes committed against Indian women must be conducted . . .
- Studies should be conducted to examine the effects of urbanization on Indian women, especially as it affects motivation and achievement.

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EDUCATION AND AMERICAN INDIAN WOMEN

The conference participants concurred that educational opportunities for Indian women must be broadened. They therefore recommend the initiation of the following tasks:

- Analyses of parents' roles and how they strengthen educational processes of Indian women.
- Analyses of roles of tribal cultures and how they strengthen educational processes.
- Analyses of funding levels of educational program for Indian women.
- Analyses to improve and expand support services for mature Indian women returning to institutions of higher education . . . Analysis and implementation of ways in which Indian women attending institutions of higher education can retain and perserve their cultural identity.

ECONOMICS AND AMERICAN INDIAN WOMEN

All participants concurred with regard to the specific economic needs of the Indian family as they related to women. The following recommendations were made:

- An analysis must be made to determine the types of support services needed by, and available to, the working Indian mother . . . A survey should be conducted to determine the job market and job training opportunities available to Indian women, both on and off the reservation . . . Studies are needed to examine the effect that current jobs and job assistance programs may have on Indian women.
- Studies should be made to identify and analyze effective management strategies for tribal natural resources as a means of improving the tribal economy of Indian people.
- Studies should be conducted to encourage more business opportunities for Indian people, especially Indian women.

STRENGTHENING THE FAMILY STRUCTURE

All Indian women participants agreed that the Indian family structure must be strengthened . . . Emphasized was the need for jobs, as well as the need to increase and improve education, training, mental and physical health, and child welfare. The recommendations were:

- Indian women should explore and analyze ways to become more involved in the decision-making processes of tribal and community development.
- Indian women should explore and analyze ways to create or expand additional training opportunities for themselves.
- Indian communities should identify community needs so planning for the best training opportunities for Indian women also serves the community's best interests. (For example, some Indian women may feel it is important for them to become involved more fully in the judicial system or in education, when involvement in other areas may be of equal importance.)
- Indian women must explore, identify, and recommend ways to increase mental health programs to meet urgent psychosocial needs, such as the problems of drug abuse by Indian women.
- Models to train Indian paraprofessional and professional staffs should be developed.
- Indian women need to explore, identify, and recommend ways to improve and increase child welfare services . . . The effects of foster and adoptive care on Indian children in non-Indian homes must be examined . . . Ways to improve protective services for Indian children in such areas as child custody, law, adoption, and/or foster care must be explored and analyzed.
- Indian women should identify and design models for the overall improvement of protective services of Indian children, such as the training of Indian foster parents and Indian foster parent programs on reservations . . . Ways must be found to "work with tribal courts and tribal governments in developing codes in relation to juvenile matters."
- Obstacles that inhibit the implementation of Indian preference within Indian Health Service must be investigated and documented.
- Curriculums for Indian students must be analyzed and various ways must be identified to strengthen tribal cultures.
- Indian women recommend that the National Institute of Education take a leadership role in studying ways to create an advocacy agency to relate to all Federal agencies dealing with Indian affairs. This agency would advocate for Indian tribes, groups, and individuals who have any complaints about some aspects of the Federal delivery systems.
- The impact of the environment on Indian women must be examined. One Indian woman participant said it was apparent, through a review of literature, that Indian women on the reservation were more disadvantaged than Indian women in urban areas.
- Effects of forced assimilation processes must be studied.

IN SUMMARY

Ten background papers ranging among the impact of boarding school education, the effect of transition away from the reservation, and the health problems of American Indians were presented and discussed. These papers provided the framework for identifying the major issues:

- The lack of valid, accurate, and well-designed research information on American Indian communities in general, and on American Indian women in particular.
- The impact of the unique relationship between the Federal government and the American Indian communities on the socialization of American Indian women, as well as their educational and occupational choices.
- The need for a more realistic assessment of the educational and occupational needs of of American Indians and the development of viable programs to address those needs.

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Title IX: The Half Full, Half Empty Glass

Fall 1981

National Advisory Council on Women's Educational Programs

Established by the Women's Educational Equity Act, 1974. -- U.S. Department of Education

In 1974, Congress declared that "educational programs in the United States ... are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society." Through enactment of Women's Educational Equity act of 1974, Congress authorized activities to provide educational equity for women. The National Advisory Council on Women's Educational Programs was also established under the original Women's Educational Equity Act. From its inception, the Council has focused major attention on Title IX of the 1972 Education Amendments which prohibits sex discrimination in Federally assisted education programs and activities.

The past nine years have seen much progress toward the goal of Title IX but many problems still remain. The position of women and girls in education today resembles the glass which is half full or half empty, depending on one's outlook.

During the 1970s, sex bias and discrimination in American schools emerged as a major public policy issue. Women, returning to the labor force in record numbers, began to reexamine their educational preparation and career prospects. In face of a wide and persistent earnings gap between men and women, citizens and educators began to study more closely the inequities in schools and colleges. Document was existence of sex bias in American society and on July 1, 1972, the Education Amendments of 1972, including Title IX, became law.

What does Title IX say? "No person in the United States shall, on basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

WHAT IS THE ECONOMIC PICTURE?

The trends in women's family status, education, employment, and earnings illustrate the need for Title IX. These statistics and facts (most from U.S. Department of Labor) reflect the lives to which women can look forward in the 80s and beyond.

Women are working outside the home

- Six out of ten women between ages of 18 and 64 are currently employed outside the home.
- Women are 42% of all paid workers.
- Nine out of every ten females will work outside the home some time in their lives.
- The average woman can expect to spend nearly 30 years of her life in the work force.
- In 1980, over half of all married women were working outside the home or looking for work.
- Over half of all mothers with children under 18 years of age were working outside the in 1979, including nearly half of the mothers with preschool children.

Women are breadwinners

- The majority of women work because of economic need. Nearly two-thirds of all women in the labor force in 1979 were single, widowed, divorced, or separated, or had husbands whose earnings were less than $10,000.
- Of all women workers, about 17% maintained a family; of black women workers, about 25% maintained a family.
- In two-parent families where the wife is a wage earner, she usually contributes 25-40% of the family income; it is frequently the wife's earnings which keep a family out of poverty. In husband-wife families in 1979, 15% were poor when the wife did not work, while only 4% were poor when she worked.

Most women are in low-paying jobs

- The average woman worker earns only about three-fifths of what a man does, even when both work full time, year round.
- Sex affects earnings more than race. Of all full time, year round workers, white men earn the most, followed by minority men, white women, and minority women.
- The median income in 1978 of full time, year round women farm workers was $2,481; private household workers, $3,705; sales workers, $8,285; and clerical workers, $9,427.
- The majority (55%) of employed women began the 1980s in traditionally low paid clerical and service occupations. Women were 80% of all clerical workers in 1979 but only 6% of skilled craft workers; and 63% of retail sales workers but only 25% of nonfarm managers and administrators.

Poverty among women and children is increasing

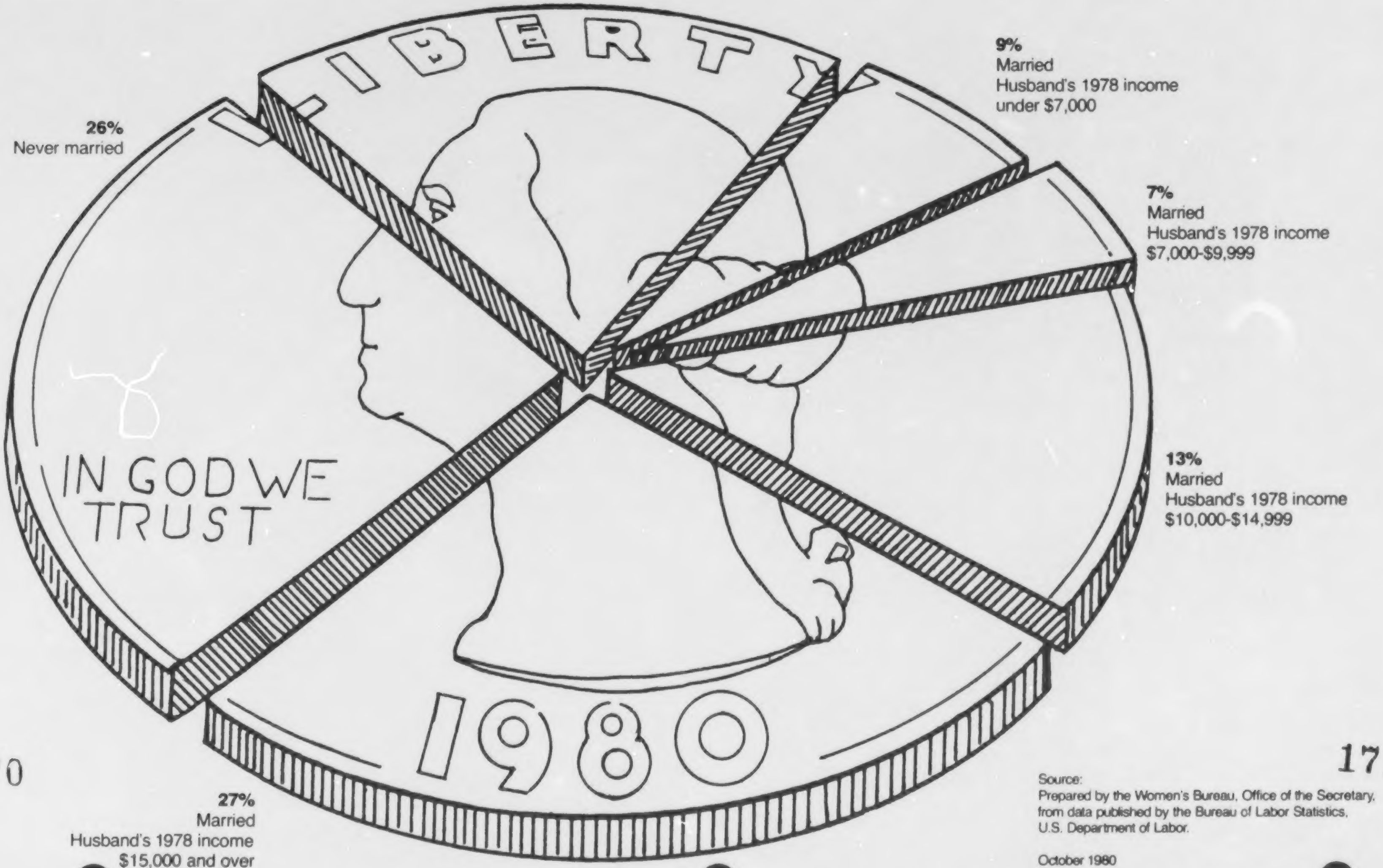
- Among all poor families, half were maintained by women in 1979; about three out of four poor black families were maintained by women. In 1969 only about one third of all poor families and half of poor minority families were maintained by women.
- All other things being equal, if the proportion of the poor who are in female-headed families continues to increase at the same rate as it did from 1967 to 1977, they would comprise 100% of the poverty population by about the year 2000.
- Many poor women are displaced homemakers who have lost their sources of income because of divorce, separation, or death of their husbands. Many are middle aged with no job skills or credits toward social security benefits in their own right.
- Teenage women have an unemployment rate six times that of all women; young black women (16 to 19 years) have the highest unemployment rate of all workers, male and female.

Women need education to get better jobs

- Of the 10.8 million women at or below the poverty level in 1978, three-fifths were school dropouts.
- At all educational levels, women have higher unemployment rates than men, but women with four or more years of college have a lower unemployment rate than women with less education. The less education, the higher the unemployment; women with less than four years of high school have the highest unemployment rate of all adult women in the labor force.
- In 1979, 48% of female high school graduates were enrolled in college, compared to 38% in 1960.
- In 1979 for the first time since World War II, women college undergraduate students outnumbered men students.
- But separate figures for two and four year colleges revel that enrollment of women exceeds that of men only in junior and community colleges.

Most women work because of economic need

Women in the Labor Force, March 1979



Source:
Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

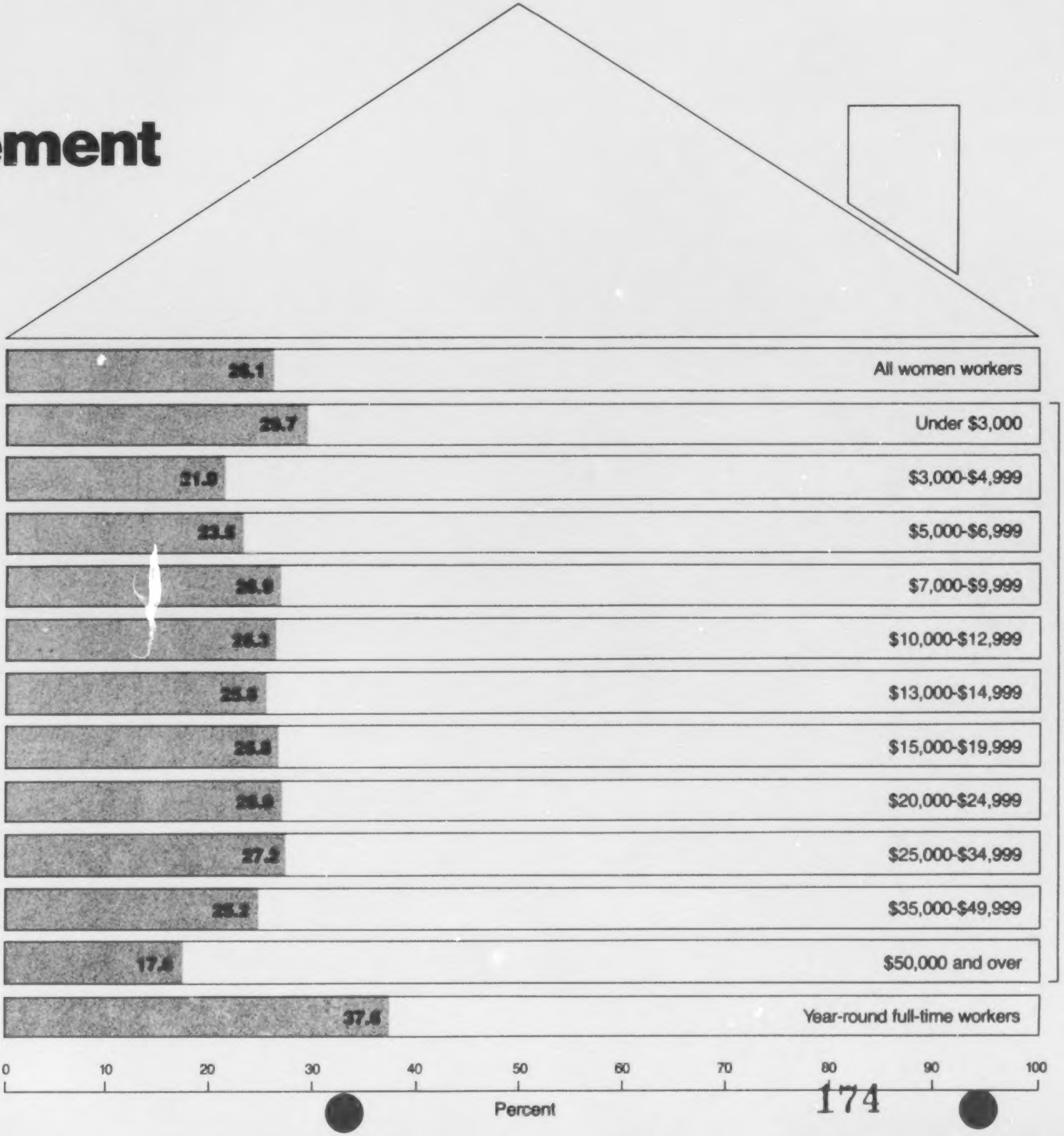
October 1980

20 FACTS ON WOMEN WORKERS

Women's Bureau, U.S. Department of Labor: 1982

1. The majority of women work because of economic need. Two-thirds (66 percent) of all women in the labor force in March 1982 were single (25 percent), widowed (5 percent), divorced (11 percent), or separated (4 percent), or had husbands whose earnings in 1981 were less then $15,000 (21 percent).
2. About 47 million women were in the labor force in 1981. This compares with 32 million in 1971.
3. The average woman worker is 34 years old. At that age she can expect to work about 18 more years.
4. Sixty-two percent of all women 18 to 64 years of age were workers in 1981, compared with 91 percent of men. Fifty-two percent of all women 16 years and over were workers. Labor force participation was highest among women 20 to 24 (70 percent).
5. Women accounted for 43 percent of all workers in 1981. Black women made up nearly half (49 percent) of the black labor force; white women represented 42 percent of all white workers; and Spanish-origin women were 39 percent of all Hispanic workers.
6. The influx of women into the work force during the 1970's has resulted in nearly equal labor force participation rates for women, by race/ethnic origin: 53 percent for black women (5.4 million), 52 percent for white women (40.2 million), and 48 percent for Spanish-origin women (2.2 million).
7. Women accounted for three-fifths (60 percent) of the increase in the civilian labor force in the last decade -- more than 13 million women compared with nearly 9 million men.
8. More than one-fourth (28 percent) of all women workers held part-time jobs in 1981; a great majority of them (78 percent) were employed on a voluntary part-time basis. About 66 percent of all part-time workers were women.
9. In 1977, the average woman 16 years of age could expect to spend 27.7 years of her life in the work force, compared with 38.5 years for men.
10. The more education a woman has the greater the likelihood that she will seek paid employment. Among women with 4 or more years of college, about 3 out of 5 (58 percent) were in the labor force in 1981.
11. The average woman worker is as well educated as the average man worker. In March 1981 both had completed a median of 12.7 years of schooling.
12. Women workers with 4 or more years of college education had about the same income as men who had only 1 to 3 years of high school -- $12,085 and $11,936, respectively, in 1981. When employed full time year round, women high school graduates (with no college) had about the same income on the average as fully employed men who had not completed elementary school -- $12,332 and $12,866, respectively.
13. Women are still concentrated in low paying dead end jobs. As a result, among full-time year round workers the average woman earns only about three-fifths (59 percent) of the average man's earnings. The median wage or salary income of year-round full time workers in 1981 was lowest for black women and highest for white men.
14. Women continue to constitute large proportions of workers in traditional occupations. They were 80 percent of all clerical workers in 1981 but only 6 percent of all craft workers (women were about 4 percent of all apprentices as of December 1979); 62 percent of service workers but only 45 percent of professional and technical workers; and 63 percent of retail sales workers but only 28 percent of nonfarm managers and administrators.
15. The unemployment rate was lowest for adult white men (20 and over) and highest for young black women (16 to 19) in 1981.
16. The number of working mothers has increased more than tenfold since the period immediately preceding World War II (1940), while the number of working women more than tripled. Fifty-nine percent of all mothers with children under 18 years of age (18.7 million mothers) were in the labor force in March 1982; 50 percent of mothers with preschool children (7.4 million mothers) were working.
17. About 55 percent of all children under age 18 (32 million) had working mothers in March 1982; 46 percent of all children under age 6 (8.5 million) had mothers in the labor force.
18. Women are maintaining an increasing proportion of all families; about 1 out of 6 (16 percent) families was maintained by a woman in March 1982, compared with more than 1 out of 8 (12 percent) in 1972. A significant proportion of women workers maintained families in March 1982.
19. Women represented 63 percent of all persons below the poverty level who were 16 years of age and over in 1981.
20. The proportion of poor families maintained by women increased substantially between 1971 (40 percent) and 1981 (47 percent).

Most wives work to supplement family income



Source:
Prepared by the Women's Bureau, Office of the Secretary, from data published by the Bureau of Labor Statistics, U.S. Department of Labor.

October 1980

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WOMEN WORKERS: SOME FACTS OF LIFE

1. Women are 52% of the U.S. population; in 1981, women made up _____% of the nation's paid work force. _______

   a. 32% b. 43% c. 60%

2. In 1981, _____% of American women between the ages of 18-64 were employed outside the home, either full time or part-time. _______

   a. 41% b. 54% c. 62%

3. _____ of every four women in the work force hold full time jobs. _______

   a. 1 b. 2 c. 3

4. The average woman today can expect to spend _____ years in the paid work force. _______

   a. 7.3 b. 17.1 c. 24.7 d. 31.2

5. Out of every 10 young women in high school today, _____ will work for pay outside their homes at some point in their lives. _______

   a. 9 b. 5 c. 7

6. The median income of working women with four years of college is _____ that of men who have completed eight years of elementary school. _______

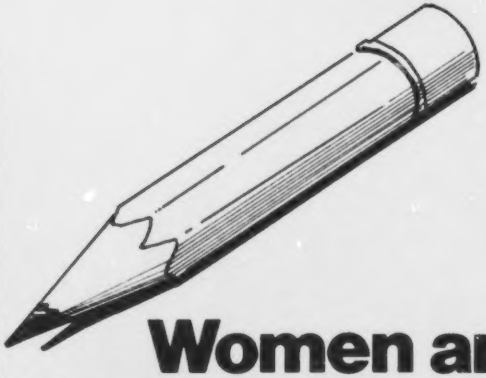
   a. greater than b. the same as c. less than

7. In 1955, women earned, on the average, 64 cents for every dollar earned by their male counterparts. Today, women earn _____ cents for every dollar earned by men. _______

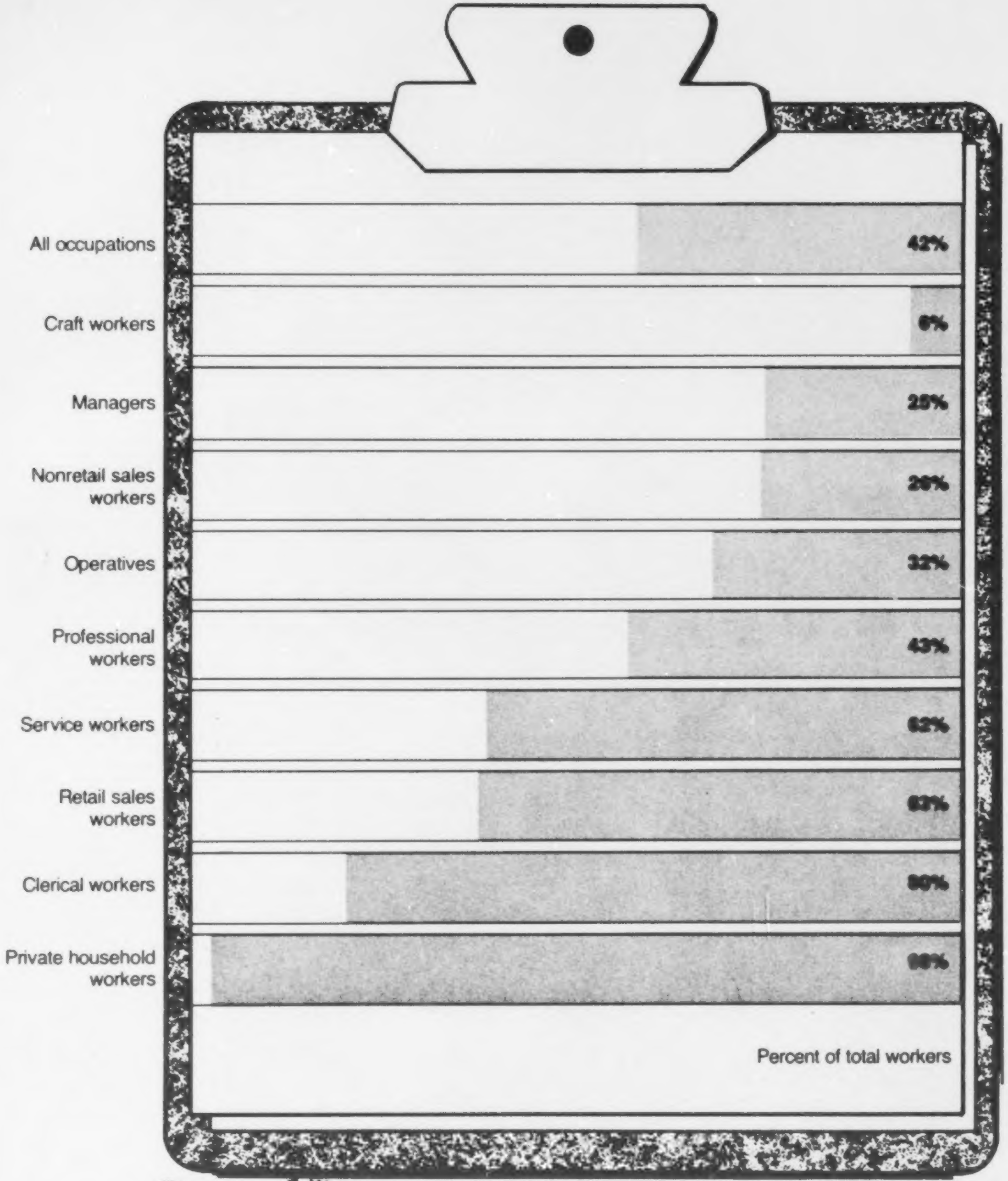
   a. 70¢ b. 64¢ c. 59¢

8. In 1928, women were 55% of elementary school principals; in 1980, they were _____%. _______

   a. 57% b. 30% c. 11%



Women are underrepresented as managers and skilled craft workers



Source:
Prepared by the Women's Bureau, Office of the Secretary,
from 1979 annual averages data published
by the Bureau of Labor Statistics, U.S. Department of Labor.

October 1980

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9. _____% of all women in the paid labor force are employed in the clerical, service and technical occupations. ______

   a. 40% b. 79.6% c. 70.2%

10. Women are 98% of employed dental assistants; _____% of practicing dentists are women. ______

   a. 1.9% b. 4.3% c. 9.5%

11. _____% of secretarial jobs are held by women. ______

   a. 89% b. 95% c. 99%

12. _____% of female high school students are enrolled in electrical and mechanical vocational education courses. ______

   a. less than 2% b. about 5% c. about 8%

13. $_____ is the average yearly salary offer to a student with a 1981 Bachelor's degree in petroleum engineering. ______

   a. $20,525 b. $26,628 c. $31,094

14. $_____ is the average yearly salary offer to a student with a 1981 Bachelor's degree in the humanities. ______

   a. $12,600 b. $15,795 c. $18,500

15. About _____ out of ten adult women are either single, widowed, divorced, or separated from their husbands and are therefore responsible for their own financial support. ______

   a. 3 b. 5 c. 7

16. In a recent survey conducted by the National Institute of Education, _____% of the 11th graders in a sample of 32,000 believed that women never work after marriage. ______

   a. 46% b. 24% c. 11%

WOMEN WORKERS: SOME FACTS OF LIFE
Answers

1. (b.) 43%	U. S. Department of Labor (DOL), Bureau of Labor Statistics (BLS), 1982
2. (c.) 62%	U.S. DOL, BLS, 1982
3. (c.) 3	U.S. DOL, BLS, 1980
4. (c.) 24.7	U.S. DOL, BLS, 1980
5. (a.) 9	U.S. DOL, BLS, 1980
6. (c.) less than	U.S. DOL, BLS, 1980
7. (c.) 59¢	U.S. DOL, BLS, 1980
8. (c.) 11%	Facing the Future: Education and Equity for Females and Males, Council of Chief State School Officers (CCSSO) and National Association of State Boards of Education (NASBE), 1980
9. (b.) 79.6%	U.S. DOL, BLS, 1980
10. (b.) 4.3%	Employment and Unemployment: A Report on 1980, U.S. DOL, BLS, 1981
11. (c.) 99%	U.S. DOL, BLS, 1981
12. (a.) less than 2%	Facing the Future: Education and Equity for Females and Males, Council of Chief State School Officers (CCSSO) and National Association of State Boards of Education (NASBE), 1980
13. (b.) $26,628	Manpower Comments, Scientific Manpower Commission, 1981
14. (a.) $12,600	Manpower Comments, Scientific Manpower Commission, 1981
15. (b.) 5	U.S. DOL, BLS, 1980
16. (a.) 46%	Occupational Outlook Quarterly, Fall 1981

NONTRADITIONAL CAREERS:
Cases, Choices, Chances

I. Overview: Indian Women Who Are Changing the Meaning of "Nontraditional"
II. Opportunities at Home
III. Resources: Potential for Indian Development/Employment
IV. Assistance for Indian Students in Science & Engineering Fields
    A. American Indian Science & Engineering Society
    B. Council of Energy Resource Tribes
    C. Indian Women Who Have Met the Challenge
V. Women in Indian-Specific Jobs: Diverse Careers with a Common Goal
VI. A Look into the Future
VII. Computer and Information Technology: Basics for the Future & Now
VIII. Math-Science Skills: Keys that Unlock Nontraditional Jobs
IX. Specialist & Generalist: Do Indian Women Need To Be Both?
X. Jobs for the Future: Don't Overlook Some That Haven't Been Created Yet
XI. Evaluating Your Skills: Strategizing for Future Gains
    A. How To Get the Job You Want
    B. Mentoring: "Everyone Who Makes It Has a Mentor," by Roberta Ferron (*Sioux*)
    C. Important Employment Variables: EEO, Affirmative Action & Indian Preference by Roberta Ferron (*Sioux*)
    D. What Women Earn in Current Professions
XII. "The Mother and Child Connection: Your Role in Shaping Career Awareness," by Joann Morris (*Chippewa*)
XIII. Creating an Environment of Support for Indian Women's Employment
XIV. Conclusion and "The Job Outlook in Brief"
XV. Activities, Sources, Resources & Suggested Reading

NONTRADITIONAL CAREERS: CASES, CHANCES, CHOICES

☐ Overview: Indian Women Who Are Changing the Meaning of "Nontraditional"

Reviewing employment statistics and case histories for Indian women can mean balancing bad news with good news. Often current statistics which demonstrate that Indian women are vulnerable to poverty and that women generally are not faring well in the job market leads us to feel that there is little reason to get up in the morning. But, wait...stay tuned for the good news!

Reviewing achievements of Indian women who are geologists, national wildlife refuge managers, accountants, chemical engineers, communication specialists, radio producers, doctors, lawyers, anthopologists, filmmakers, biologists, pharmacists, policewomen, curators, stock brokers, hospital directors and statisticians leaves little time for depression.

The women who are noted in the following chapter are changing our perceptions of career options. If we ever considered the job titles accountant, geologist, biologist, law enforcement official, or doctor to be synonymous with the male gender, then they are changing our definitions of women's work. The term "nontraditional" has several meanings and to many it simply means blue collar jobs. For our purposes, the term is much broader. "Nontraditional" careers in the context of this chapter can mean any area where Indian women are presently underrepresented. Nontraditional jobs usually provide better pay, fringe benefits and/or opportunities for advancement than their traditional counterparts.

But, that doesn't mean that in order to have a nontraditional job you have to leave the health field, education field or other field where Indian women are heavily concentrated -- it may mean that you simply need to focus efforts toward attaining management status in your present job. In some cases, women are adding hands-on computer experience/expertise to their present skills to widen employment options. In other cases, excellent materials (available from sources such as Women's Educational Equity Act Publishing Center) which target rudimentary math/science skills are helping women explore new career paths. BUT, that doesn't mean that we all must begin again at square one to seek new training

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or retraining in order to get a nontraditional job. We all have skills and experiences that relate to job options. An activity included at the end of the chapter is provided to help assess skills that we already have. You will be surprised at the number of your marketable skills the activity will help you identify.

If you are excited by the professions that the women in this chapter have chosen, many of which directly serve Indian people, and you are beginning to daydream about a similar career, pay close attention to the section on "Evaluating Your Skills: Strategizing for Future Gains." And if you are particularly excited about the many career options that can be available for a niece, sister, cousin or others you care about, read closely the articles on mentoring and on shaping career awareness.

A Chat with Two Women

"I always feel that people must think I'm crazy because I get paid for my hobby." At age 11, Nita Fuller (Yankton Sioux) began hunting with her father and discovered that she wanted to work in some kind of outdoor profession. Today, with a master's degree in wildlife ecology, Nita manages a national wildlife refuge in Texas.

Wildlife Refuge Manager

"One of the nice things about wildlife management is that you wear a lot of different hats. You are involved in administration, supervision, personnel management and habitat management. We have a cooperative farming program at some refuges and we run water management for the birds. The job also involves you in general biology of whatever wildlife populations you support on that refuge. You are involved in law enforcement and on most refuges you're involved in heavy equipment operation because you have to build dikes and such for the wildlife. It's a very diverse and interesting field."

Entering Oklahoma State University with a background in biology, Nita discovered that she wanted to study wildlife management only to find that women in the field were being encouraged to teach rather than seek active duty. "In the early '70s when I was getting my undergraduate degree, a lot of state and federal agencies did not look favorably upon hiring women in outdoor natural resource jobs." In fact, "at that time, a woman could not be a refuge manager because managers must hold and carry law enforcement authority to enforce refuge regulations." At the time, "women were not allowed to carry a gun." Noting that things have changed since then, she credits her own quick rise into management after only six years with the state fish and wildlife department to affirmative action and equal employment opportunity directives in state and federal employment. Now at age 32, she regrets that administrative duties limit her time in the field but is looking foward to continued promotion into supervisory levels.

Chemical Engineer

As production manager of a paper mill in Columbus, Ohio for Crown-Zellerbach, Juanita Collins (Yakima) with a degree in chemical engineering, masterfully blends skills in management with the technical expertise required of a mill manager.

I'm 46 now and I was actually an academic retread. I went back to college when my youngest child went to the first grade. When I went back to school I was 28 and I got out when I was 32. When I graduated it was 1969 and there were few women engineers at the time...If you look at the actual adult engineering population, historically about 1 percent have been women," though now as much as 20 percent of some engineering schools are made up of women students.

Juanita became interested in pursuing an engineering degree after attending a workshop for re-entry women at the University of Washington. One of the workshops was chaired by a woman who was a professor of electrical engineering at the University. "She said the nice thing about getting an engineering degree, compared to having a pure science degree was that you could get a good job with a bachelor's degree."

☐ Opportunities at Home

"How many Indian mathematicians do we have? How many engineers; how many business managers? How many mineral economists? We search around the country and we don't find very many," Lucille Echo Hawk (Pawnee), manager of external affairs, Council of Energy Resource Tribes (CERT) told Indian women attending Ohoyo's Northwest conference in 1982.

"Overall in the United States each year we graduate about 44,000 engineers. Of those, 44 are Indian students (according to *Engineering Manpower Bulletin #51, March, 1980)*. With the increase of energy industries on Indian reservations, we just do not have the supply to put Indian people in those jobs. Part of the concept of CERT is that Indian people, themselves, are going to manage our future. That includes those tribes that have resources that they want to manage. They really believe in self-determination, economic development, job creation on reservations. We've got to not only create employment, but we've got to also enable our people to take those jobs and be successful in them."

"A word about women. When I was a young person - and I think counseling has really come a long way in the last 20 years - nobody counseled me about the possibility of becoming a mathematician or an engineer. That just wasn't what they talked to young women about in those days. We were to be social workers, educators or nurses."

CERT, a coalition of 37 tribes, and other organizations are focusing attention on the need for Indian professionals skilled in technological fields. With financial support from the private sector CERT is working with colleges and universities around the country to offer specialized programs for Indian students interested in careers in math, science, business and related fields.

In an age when more women are considering nontraditional careers, careers tht were not formerly held by a sizeable percentage of women, the push toward such careers is especially vital for American indian women. Indeed, these are the same careers where Indian men are poorly represented.

The need for Indian women with natural resource technical expertise is further exemplified by the Americans for Indian Opportunity (AIO) publication, *You Don't Have to be Poor to be Indian* by Maggie Gover. Obstacles to economic and natural resource development on Indian land which had been identified by tribal leaders interviewed in preparation of the book cited among many problems two obstacles:

- "There is a lack of legal and technical advice from experts that tribes can trust."(Gover, p. 25)
- Internal barriers include the fact that, "there is a lack of trained Indian personnel to run tribal enterprises from the technician through the management levels. Educational programs, vocational and professional, must be re-examined to insure the kind of expertise needed by tribes will be available and tribal members must be enticed to secure those kinds of skills." (Gover, p. 28)

AIO founder and president LaDonna Harris (Comanche) succinctly overviewed the situation with the following statement. "A great many American Indian tribes own extremely valuable natural resources -- water, timber and minerals. The trouble is that government policy has encouraged the use and development of these resources by non-Indians and has simultaneously encouraged tribal members to move to the cities for outside employment. The result is that our reservations have the highest unemployment and the lowest family income of any ethnic group of Americans.

"Native Americans can realize more from their resources than just a lease payment. They can also choose development alternatives which avoid the presently threatened destruction of their culture and environment. The challenge before us is to discuss and decide how Indian tribes can conserve and develop their own resources at their pace and in a manner which is economically, culturally and environmentally sound," says Harris. (Gover, p. 39)

The estimates below demonstrate the importance of energy resources on Indian lands and reservations.

- 50% of the nation's total uranium reserves.
- 30% of all strippable coal west of the Mississippi.
- 15% of all know U.S. reserves of coal.
- Substantial quantities of oil shale and geothermal resources.

The following map and listing demonstrate the diversity of energy potential for member tribes of CERT.

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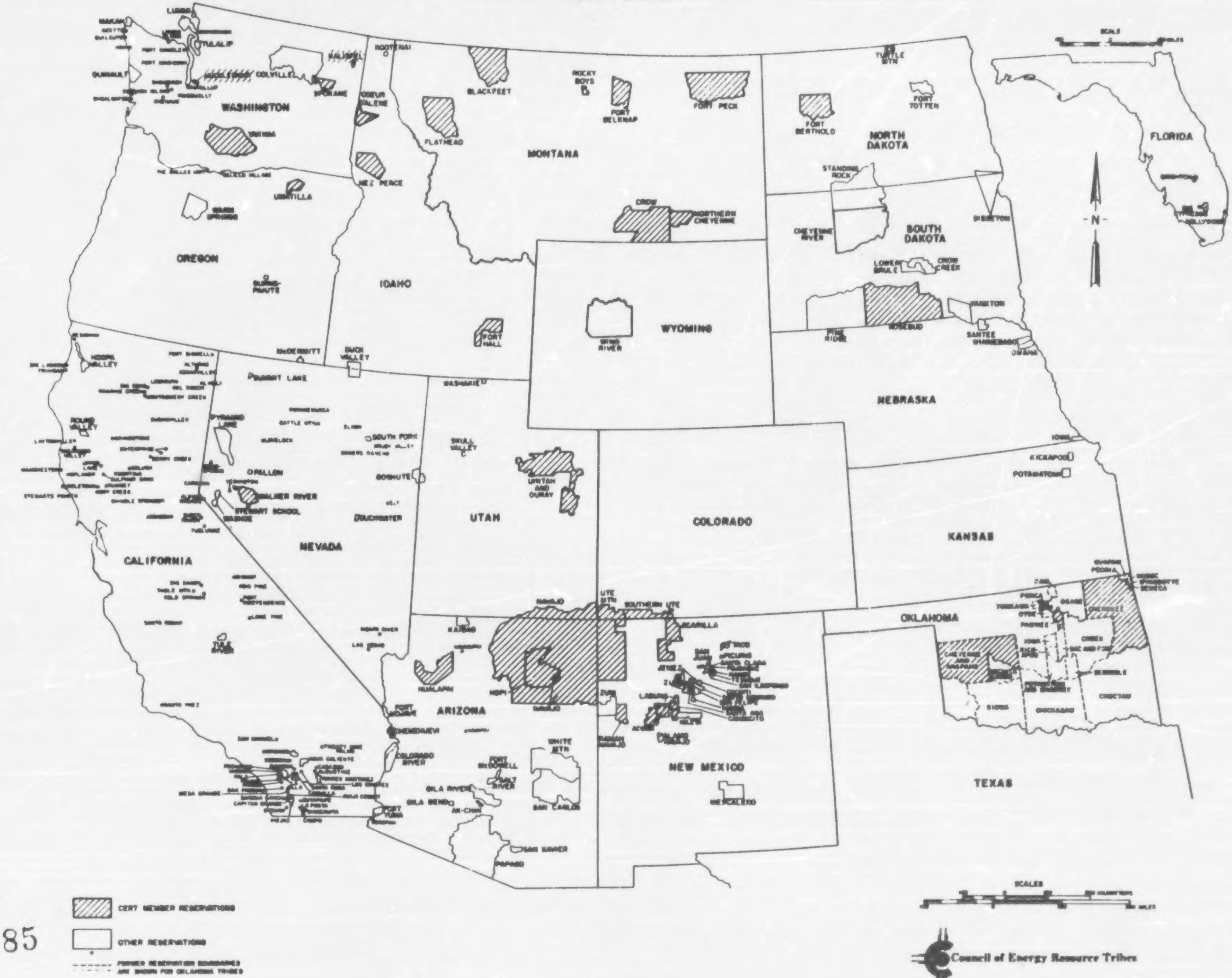
INDIAN RESERVATIONS OF THE WESTERN UNITED STATES
PLUS FLORIDA


MAKAH
LUMMI
TULALIP
QUINAULT
COLVILLE
KALISPEL
SPOKANE
KOOTENAI
COEUR D'ALENE
WASHINGTON
YAKIMA
NEZ PERCE
UMATILLA
WARM SPRINGS
OREGON
BURNS-PAIUTE
IDAHO
FORT HALL
McDERMITT
DUCK VALLEY
HOOPA VALLEY
FORT BIDWELL
SUMMIT LAKE
PYRAMID LAKE
ROUND VALLEY
SOUTH FORK
FALLON
WALKER RIVER
STEWART SCHOOL
WASHOE
GOSHUTE
DUCKWATER
NEVADA
CALIFORNIA
TULE RIVER
LAS VEGAS
FORT MOJAVE
CHEMEHUEVI
COLORADO RIVER
FORT YUMA
KAIBAB
HUALAPAI
ARIZONA
NAVAJO
HOPI
FORT McDOWELL
SALT RIVER
GILA RIVER
GILA BEND
AK-CHIN
WHITE MTN
SAN CARLOS
SAN XAVIER
PAPAGO
UTE MTN
SOUTHERN UTE
JICARILLA
TAOS
PICURIS
SANTA CLARA
JEMEZ
ZUNI
LAGUNA
ACOMA
ISLETA
COCHITI
SAN FELIPE
RAMAH NAVAJO
ALAMO NAVAJO
NEW MEXICO
MESCALERO
WASHAKIE
SKULL VALLEY
UINTAH AND OURAY
UTAH
COLORADO
WIND RIVER
WYOMING
BLACKFEET
FLATHEAD
ROCKY BOYS
FORT BELKNAP
FORT PECK
MONTANA
CROW
NORTHERN CHEYENNE
TURTLE MTN
FORT TOTTEN
FORT BERTHOLD
NORTH DAKOTA
STANDING ROCK
CHEYENNE RIVER
SISSETON
SOUTH DAKOTA
LOWER BRULE
CROW CREEK
YANKTON
PINE RIDGE
ROSEBUD
SANTEE
WINNEBAGO
OMAHA
NEBRASKA
IOWA
KICKAPOO
POTAWATOMI
KANSAS
QUAPAW
PEORIA
MODOC
WYANDOTTE
SENECA
KAW
PONCA
TONKAWA
OTOE
OSAGE
PAWNEE
CHEROKEE
OKLAHOMA
CHEYENNE AND ARAPAHO
IOWA
SAC AND FOX
CREEK
SEMINOLE
KIOWA
CHICKASAW
CHOCTAW
TEXAS
FLORIDA
BRIGHTON
BIG CYPRESS
HOLLYWOOD
SCALE
N
SCALES
CERT MEMBER RESERVATIONS
OTHER RESERVATIONS
FORMER RESERVATION BOUNDARIES
ARE SHOWN FOR OKLAHOMA TRIBES

Council of Energy Resource Tribes

ENERGY RESOURCES OF CERT MEMBER TRIBES

RESERVATIONS	STATE	DEMONSTRATED ENERGY RESOURCE	POTENTIAL ENERGY RESOURCE
Acoma Pueblo	New Mexico	coal	geothermal,gas
Blackfeet	Montana	coal,oil,gas	
Chemeheuvi	California	hydro	uranium,oil
Cherokee	Oklahoma	coal,oil,gas	
Cheyenne & Arapaho	Oklahoma	oil,gas	
Chippewa-Cree (Rocky Boys)	Montana	coal,gas,uranium lignite	oil
Coeur D'Alene	Idaho		uranium,hydro
Crow	Montana	coal,oil,gas	
Flathead	Montana	hydro	gas
Fort Belknap	Montana	lignite,geothermal	oil,gas
Fort Berthold	North Dakota	lignite,oil,gas	geothermal
Fort Hall	Idaho		" ", gas,hydro
Fort Peck	Montana	lignite,oil,gas, geothermal	
Hopi	Arizona	coal	oil,gas,uranium
Hualapai	Arizona	uranium	oil,gas,hydro
Jemez Pueblo	New Mexico	uranium	geothermal,oil,gas
Jicarilla Apache	New Mexico	oil,gas,coal	geothermal
Kalispel	Washington	uranium	hydro
Laguna Pueblo	New Mexico	uranium	oil,gas,coal
Muckleshoot	Washington		oil,gas,coal,hydro
Navajo	Arizona	coal,oil,gas, uranium	geothermal
Nez Perce	Idaho		hydro
Northern Cheyenne	Montana	coal	oil,gas
Pawnee	Oklahoma	oil	gas
Ponca	Oklahoma	oil	gas
Rosebud Sioux	South Dakota	geothermal	gas,oil,oil/shale
Santa Ana Pueblo	New Mexico		geothermal
Seminole	Florida	gas	uranium
Southern Ute	Colorado	coal,oil,gas	
Spokane	Washington	uranium,coal	hydro
Turtle Mountain Chippewa	North Dakota		oil,gas,lignite hydro
Uintah Ouray	Utah	oil,gas,coal tar sand, oil shale	hydro
Umatilla	Oregon		geothermal,hydro
Ute Mountain Ute	Colorado	coal,oil,gas	uranium
Walker River Paiute	Nevada		uranium,hydro, geothermal
Yakima	Washington		hydro,oil,gas
Zia Pueblo	New Mexico	uranium	oil,gas,geothermal

Indian natural resources are not limited to energy reserves. Equally important to other tribes are timber, fish, water reserves, agriculture, gravel, sand, wildlife and the list goes on and on. The following figures from *You Don't Have to be Poor to be Indian* illustrate a variety of Indian resources, their importance to the nation as a whole and to Indian people specifically. Each resource needs a corps of Indian technicians and specialists to develop and protect the sources.

☐ Resources: Potential for Indian Development/Employment

From You Don't Have To Be Poor To Be Indian
Americans for Indian Opportunity

Timber

- "Indian forests are the largest private holding of forested land in the country. There are 200 forested or partially forested reservations in the country totaling 13 million acres of forest land, 5.5 million acres of commercial forest and an estimated timber stand inventory of 47 billion board feet.

  "For 57 Indian reservations this forestry resource is of major importance, contributing 25 to 100 percent of their total annual revenues from stumpage alone. Eleven reservations derive 80 percent of their revenues from time stumpage and 23 percent derive 60 percent. Total tribal revenues in 1974 amounted to $73 million, again from stumpage alone. Add this to the fact that 25 percent of all tribal lands are forested and timber is a renewable resource we can clearly see that the effects of proper or improper management on the community can be quite significant." (Gover, p. 89)

  "Indian forests contribute significantly to the nation as a whole by supplying one and one-half percent of all the nation's timber needs.

  "The importance of this timber will further be accentuated since the demand for timber is rapidly increasing and there is some concern as to whether or not timber supplies will be adequate in the future. A 1975 Forest Service report entitled *"Assessment of the Nation's Renewable Resources,"* states that the demands for timber will increase twofold by the year 2020. Indian timber will also provide the nation with indirect benefits such as water shed value to non-Indian downstream users of water. Indian timber provides improvement of fish and game habitat, preservation of recreational potential and in the extremely arid Southwest region, timber reservations provide some of the few areas in the region cool enough and lush enough for any recreational potential." (Gover, p. 90)

Fish

- Fishing rights and fisheries are an integral part of Pacific Northwest tribal economies.

"Nearly all Indian treaties in the Pacific Northwest, where the right to fish has been recognized in federal courts as 'not much less necessary to the existence of the Indians than the atmosphere they breathed'," guarantee fishing rights. (Gover, p. 103)

A leader in Northwest fishery innovations is the Lummi tribe which established a school of aquaculture to educate Indian technicians and experts in fisheries management. Among other Lummi tribal ventures is a seafood company owned by the tribe. A tribal aquaculture development project consists of a fish hatchery, sea ranching project and an oyster hatchery. The AIO report also notes the development or planned procurement of fishery projects by tribes outside the Northwest including the Passamaquody of Maine, the Shinnecock Bay Senecas with a shellfish rearing operation, the Florida Seminoles and the Pyramid Lake Paiute tribe of Nevada.

Agriculture

- Indian lands provide agricultural opportunities, but because of poor credit extended to many Indian farmers and a multitude of problems, these opportunities are not what they should be. Farming is both an individual and tribal venture on Indian lands.

"Approximately 69% of all Indian trust land is classified as being devoted to agriculture purposes. Of that amount, 4.7% or roughly two and a half million acres are croplands and 64% or roughly 32.2 million acres are grazing lands. A comparison of the nation's and Indians' croplands and crop values in 1969 (the last year such data was available) is as follows:*

Type of Farming	Nationally (million acres)	Within all Indian Reservations (million acres)	(% of Nation)
Non-irrigated	420	1.83	0.44
Irrigated	39	.97	2.48
Total	459	2.80	.61
Total value of crops grown	$45.6 billion	$136.3	.03

"In 1973, Indians farmed about 638,000 acres of reservation land; non-Indians leased about 1.9 million acres and an additional 168,000 were idle. About 10,500 indian families obtained all or part of their livelihood from farming the land," the AIO report concludes. (Gover, p. 115)

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*Excerpted from *You Don't Have To Be Poor To Be Indian;* reprinted with permission from Americans for Indian Opportunity.

☐ Assistance for Indian Students in Science & Engineering Fields

Deciding to select a career in natural resource development opens many diverse options for Indian women. There are at least 150 different career fields available in energy development alone. The list includes a broad array of engineering specialties. Within each natural resource category many career options exist. Development of water resources, for example, creates need for varied professionals and skills. Job opportunities range from working with a federal, state or local agency in regulating water quality to assisting a tribe in keeping tribal water resources free of contamination during development of other resources such as uranium mining.

But, as Alexis M. Herman, former director, Women's Bureau, U.S. Department of Labor once said, "no one ever became something they had never heard of." Several organizations, including CERT, are working to facilitate the entry of Indian people into science and engineering fields through familiarizing them with the opportunities available in these professions.

American Indian Science & Engineering Society

In April 1977, representatives of several Indian technical organizations joined together to form the American Indian Science and Engineering Society (AISES). AISES now has members in 37 states representing more than 115 tribes. Major colleges and universities with Indian science and engineering students have formed student chapters in the northeast, plains, southwest and western parts of the nation.

Purpose of this unique organization is to:

- Encourage and assist Indians in pursuing careers in the sciences, engineering and resource development disciplines;
- Provide a forum for Indian scientists, engineers, students and supporters;
- Nurture educational programs which will improve the competence and professionalism of Indian leaders;
- Explore, select and nurture appropriate science and technology that will serve Indian people;

Goals targeted by the group include:

- Increasing the number of Indian people with training in the science and engineering disciplines tenfold by the year 2000;
- Increasing the number of Indian students taking courses leading to science and engineering disciplines in grade schools, high schools and community colleges fifteenfold by the year 2000;

- Increasing the number of qualified Indian technical and business leaders tenfold by the year 2000.

AISES presents annual conferences of parents, students, tribal representatives, industry and academia. The group also provides seminars, employment networks, industry site visits, a speaker's bureau, literature and films for grade schools, high schools and parent and tribal groups. Student chapters around the nation provide a network of support for Indian students and assist students in career design.

Significant contributions to AISES have been made by Dr. Agnes Stroud-Lee (Santa Clara Pueblo) who serves on the board of directors. With a Ph.D. in biological sciences from the University of Chicago, Dr. Stroud-Lee has a long and distinguished career as a radiation biologist. She gained professional statur in biology-cytogenetics with Los Alamos National Laboratory in New Mexico, Argonne National Laboratory in Illinois and Jet Propulsion Laboratory in California. With over 25 years service as conference participant and speaker, Dr. Stroud-Lee has lent her expertise to AISES as a powerful role model for Indian women students.

If you are considering a career in natural resource development, science, engineering or business, be sure to contact AISES and CERT for details on support programs, scholarships and degrees available. (See resource listing at end of chapter for addresses.)

Council for Energy Resource Tribes

The Comprehensive Indian Education Program developed by the Council of Energy Resource Tribes (CERT) continues to proceed toward its goal of assisting American Indians to become more self sufficient through educational improvement. One of CERT's objectives is to encourage and develop programs to educate American Indians in energy resource management professions. To achieve these goals, CERT's education program is designed to carry out the following activities:

- Identify American Indian students with career interests in business, engineering, science and related fields;
- Strengthen American Indian students' skills in science, mathematics and English through summer programs;
- Provide American Indian students with guidance and academic assessments through tutoring and counseling;
- Provide financial aid to qualified American Indian students to assist their staying in college;
- Introduce American Indian students to careers in the fields of business, engineering, science, and related fields; and
- Increase significantly the number of American Indian college graduates in business, engineering, science, and related fields.

CERT has identified, motivated, and assisted American Indian students entering the professions of engineering, business, science, and allied fields. During the summer of 1980, CERT sponsored college/career orientation programs at four sites: University of Arizona, Arizona State University, University of Idaho, and Montana State University.

In the summer of 1981, CERT, in cooperation with the University of Oklahoma, established the American Indian Business and Engineering Education Center to assist enrolled American Indian students at the University of Oklahoma pursue degrees in engineering, business, science, and related career fields. The center, in its second year, continues to provide student support services to 29 American Indian college students at the University of Oklahoma campus.

In the summer of 1982, CERT sponsored the Tribal Resource Institutes in Business, Engineering, and Science at the Colorado College campus and Washington State University campus for 66 graduated American Indian high school students. The Institutes prepared the students for entrance into universities and colleges of their choice during the fall of 1982. CERT placed eight American Indian college students in Denver businesses for summer placement. Thus far, 250 American Indian students have been served by these programs.

Though Indian men and women are greatly underrepresented in science, math, natural resource, business and other related nontraditional careers, this is not to say that *no* Indian women have made inroads into these professions. The *Resource Guide of American Indian-Alaska Native Women 1982: OHOYO ONE THOUSAND,* identified nearly 12 percent of the 1,000 women listed as having expertise in a science-related field or specialty. The following is a sampling of the diverse professions, tribes and geographic locations that these women exemplify.

Challenges

"I think we allow ourselves to be pessimistic as we look to the future, I think often we sell ourselves and our people short...So I make a conscious effort to view 'problems' as 'challenges'. I believe that's what they really are...We have to learn to depend more on ourselves...There are wonderful Indian people and non-Indian people working on Indian issues and together we will solve them." -- Lucille Echo Hawk, 1982, Ohoyo NW Conference.

□ Indian Women Who Have Met the Challenge

Wallette Bear	(Penobscot/Navajo)	Nurse/Pharmacist	Mass.
Angela Y. Chavis	(Lumbee)	Dentist	N.C.
Juanita Collins	(Yakima)	Chemical Engineer	Ohio
Paula B. Compton	(Navajo)	City/Regional Planner	Va.
Betty Jo Everett	(Choctaw)	Civil Engineer	La.
Nita M. Fuller	(Yankton Sioux)	Wildlife Ecologist	N.Mex.
Delores E. Gokee	(Chippewa)	Education Psychologist	Wis.
*Rayna D. Green	(Cherokee)	Native Science Project	N.H.
Emma I. Hansen	(Pawnee)	Anthropologist	Okla.
Joan Thorne Harper	(Pomo)	Nat'l Resource Planner	Calif.
*Jennie R. Joe	(Navajo)	Medical Anthropologist	Calif.
Leslie A. Johnson	(Puyallup)	Land/Coastal Mgmt.	Wash.
Deborah J. Jones-Saumty	(Kiowa/Shawnee/Delaware)	Clinical Psychologist	Okla.
Judith M. Jordon	(Choctaw/Nez Perce)	Psychotherapist	N.Y.
Victoria D. Kay	(Mohawk)	Forestry, M.S.	N.Mex.
*Catherine D. Kincaid	(Sioux)	Medical Doctor	N.Mex.
Linda F. Klote	(Creek/Cherokee/Choctaw)	Medical Microbiology	Oreg.
Winona LaDuke	(Ojibwa)	Economist	Calif.
Louise A. Linkin	(Navajo)	Environmentalist	N.Mex.
Linda MacDonald	(Navajo/Comanche)	Environmental Design	Colo.
Mary E. Fleming Mathur	(Mohawk/Abenaki)	Anthropologist	Mich.
Grace McCullah	(Navajo)	Economic Development	Ariz.
Dorothy Lonewolf Miller	(Blackfeet)	Social Research Anal.	Calif.
Judith Ramos	(Tlingit)	Anthropologist/Histor.	Alaska
Orie Hugaitha Sherman	(Western Mono)	Filmmaker	Calif.
*Agnes Stroud-Lee	(Santa Clara Pueblo)	Biologist/Cytogenticist	N.Mex.
Rosita Worl	(Tlingit)	Arctic Subsistence Specialist	Alaska

*(Denotes Ph.D. or M.D. degree)

"We Native Americans face many problems as we try to survive, shape our own destiny, preserve our own culture and traditions. Under our lands lie vast energy resources. One third of the nation's coal. One half of its potential privately owned uranium. Huge reserves of oil and gas, oil shale and other forms of fuel. We wish to develop these resources in a way that will aid us and our children to live without having to depend on others. We wish to create industries on our reservations that will, in turn, create jobs so that in time we can attain economic security for our people...We must protect the viability of our land to insure that our children inherit more than the spoils of misguided and wasteful resource extraction," states the preface to *CERT Annual Report, 1979-80.*

□ Women In Indian-Specific Jobs: Diverse Careers With a Common Goal

Indian women are working within the framework of their tribes, communities and reservations in diverse fields. The following vignettes illustrate the range of professional opportunities available in Indian-related activities, many of which are performed in Indian communities.

Accounting • Loretta Brokeshoulder Schwarz (Absentee Shawnee/Choctaw), began Haskell Indian College with the goal of becoming a home-economics teacher. Taking time out for marriage and a daughter, she moved to Oregon and began working as an accounting technician. Thirteen years later, she decided this career road was not the one that would allow her to reach a new goal, to manage an accounting department. Now 15 years after completing a B.S. in business administration, Loretta manages an accounting system with a budget of $31.5 million for Indian health care programs for Oregon, Washington and Idaho.

As a systems accountant, she served as developer for the accounting system, monitors and changes the systems to meet ongoing demands of congressional obligations placed on the system as well as meeting the standards of a public accountant. As an accountant and an Indian Health Service employee with a GS-12 rating, Loretta serves as a role model for Indian women considering careers in accounting.

"I was 34 when I got my degree. I don't know why, but I feel that Indian people have avoided accounting as a professional field. There aren't too many professional Indian accountants around."

Already surpassing the goals she originally set for herself, Loretta is now studying for credentials as a certified public accountant.

"I didn't get proper counseling at Haskell, I know. I just fell into accounting later on. I was always interested in home economics when I was in high school, in fact that was my goal. However, business is one area you can always find a job. Accounting is needed by every kind of business, including by tribes."

"I feel that accounting has given me an opportunity to get into management."

As a working mother and wife, Loretta feels that her own children have benefitted from her professional involvements.

"I'm one to mix career with home life. My home is very important to me so just because I work, I don't let (home life) go by the way. I feel just as strongly about being a mother and wife as I do about being a career person. I feel that I can do a good job in all three areas if I put out the energy. Many people feel that to be traditional they have to stay home, that they can't have a career, but perhaps they are doing their children an injustice by not reaching out a little bit more. You can still have a traditional home and traditional values but work and achieve in your career."

A firm believer in strong parent support for children's school activities, Loretta takes the time to sit with her children and discuss school work each evening. One daughter is now a GS-9 level accountant, another is an electronics designer with expertise in electronics and a degree in art from the Institute of American Indian Arts and a 10-year-old son is interested in math-science fields.

Statistics

- Utilizing math skills in a different way, Edna Lee Paisano (Nez Perce/Laguna Pueblo) is the first American Indian to be hired as a full-time employee for the U.S. Census Bureau. As a statistician/demographer in the Racial Statistics Branch, Population Division of the Census Bureau, Edna provided expertise in developing an Indian-specific questionnaire used in 1980 Census and analyzes Indian data from the census.

"When I got the Census Bureau, I realized how important it was for American Indians to know demography, computer programming and statistics: first, because there are very few American Indians in these fields; and second, because the government is always trying to assess things. With American Indian issues, it is very important to have people who can interpret the data accurately," Paisano said recently in an interview for the Women's Educational Equity Act publication, *Women, Numbers and Dreams: Biographical Sketches and Math Activities* by Teri Hoch Perl and Joan M. Manning.

She was recently featured as a role model for women in math careers. The publication, *Women, Numbers and Dreams,* published with a grant from Women's Educational Equity Act program, recounts Edna's childhood on the Nez Perce Reservation near Sweetwater, Idaho and math skills that would trailblaze a new field for Indian women.

An early love of mathematics led her to a B.A. in sociology with a concentration in statistics. A master's degree in social work further stressed statistics. Statistics and sociology were the perfect combination needed for racial demography/statistics. Future career goals for Edna include leaving Washington, D.C. and returning home to help standardized statistical systems and to use her knowledge to help repay tribal support for her college education.

"In the end," she says, "I'd like to live back on the reservation -- like coming full circle, going out, then coming back, to share all I've learned," (Perl and Manning, 1980)

Broadcast Journalism

- Susan Braine (Ft. Peck Assiniboine), has been hired to manage a new 100,000 watt FM tribally-owned radio station project on the Ft. Berthold Reservation. FM-KMHA is scheduled to begin operation early in 1983. Faye Eriacho (Zuni) is program director for Zuni KSHI-FM station in New Mexico. These two women in communications symbolize the growing trend of Indian women employed by their tribes to develop Indian media.

"There are many opportunities for Indian women in broadcast media as broadcaster, producer, engineer, marketing and management personnel. It is an excellent career for women because there is very little about it that is starting at the bottom and working to the top, in other words, you don't start as a secretary and then become a producer," says Laura Waterman Wittstock (Seneca), president of MIGIZI Communications, an Indian News Service Association for radio, television and print media. Headquartered in Minneapolis, MIGIZI produces a weekly half-hour news magazine, First Person Radio, subscribed to by 45 stations from 18 states. Producer for the year-old program is Debra Smith (Red Lake Minnesota Chippewa).

A former director for the American Indian Press Association, Laura sees many opportunities in all fields of journalism for Indian men and women.

"We have to train more Indian people in journalism and media as an investment in the future. I really can't stress too much the need for Indian journalists and people in broadcasting among Indian people. I'd like to see it at the top of the list, along with the quest for engineers and other scientists because media is a nontraditional career, too. Maybe not for the dominant society, but for Indians it *is* in that we are very underrepresented in media.

"It would be helpful, I think, if tribes began to recognize this and I think they are because tribes are building radio and TV outlets on the reservations. I think they're recognizing when they have to hire non-indians to staff these stations that there really is a need for more Indian people in journalism."

Media Management

- An example of Indian women in print media careers is Gloria Wilson (Florida Seminole). Returning to her tribe after more than three years with United South and Eastern Tribes, Inc. (USET) in Nashville, Tenn., Gloria was hired as editor-in-chief and communications manager for the tribal monthly newspaper *Alligator Times*.

  Expanding tribal communications to include public relations, group lectures, development of public information materials and visuals, photography, typesetting, graphic design and art, printshop, communication media service and technical consultant assistance has made a department that once had only a newspaper to produce, more multifunctional. Appropriately named, Seminole Communications encompasses state-of-the-art technology and technicians. The tribe has recognized the importance of a strong communications department in the field of public relations and for increased outreach to tribal members. As more tribes expand newspaper and communication departments, more skilled journalists and editors will be needed.

Law Enforcement

- Beginning as a police dispatcher, Rosalie Brady (TeMoak Band of Western Shoshone) learned the daily routine of a patrol officer. Upon completion of the U.S. Police Academy in 1978, she returned to the Duck Valley Reservation and joined the law enforcement staff as a patrol officer.

"At the time I moved to Duck Valley, the dispatcher job was the only thing available." Rosalie had a vocational nursing certificate but decided to try something new.

"Preparations for law enforcement involve the ability to get along with people. Especially on the reservation, where you have friends and relatives, you have to treat people very fairly."

"I would encourage Indian women to pursue careers in law enforcement. It's an interesting profession and a challenging one. I found that when I went to the police academy, there were only 3 women out of 47 recruits.

Though Rosalie has moved home and is currently chairperson for her tribe, she still has an interest in law enforcement and would like to pursue a career in juvenile law where she feels systems need to be developed which will address juvenile concerns.

Law

- Law is not her only profession. Ethel Krepps (Kiowa/Miami) seems determined to break a record for professional attainments with degrees in nursing, tribal management and law. Having served as secretary for the Kiowa Tribe and as current secretary for Tulsa's Native American Chamber of Commerce, her commitment to Indian service has taken many avenues. Added to her renaissance array of skills is an aptitude for writing. She has authored *A Strong Medicine Wind, Indians in Oklahoma, Oklahoma Memories* and several other important works.

As a staff attorney for Native American Coalition of Tulsa for Indian Child Welfare Act, she provides legal counseling to tribes and individuals.

Presently, the American Indian Law Center in Albuquerque has identified 54 Indian women lawyers.

Recent Navajo elections have once more catapulted lawyer Claudeen Bates Arthur (Navajo) into the spotlight as she received appointment as the tribe's first woman Attorney General. She has the distinction of being the only Indian woman lawyer to attain the rank of Field Solicitor for Department of Interior.

The law profession holds many options for women who attain the degree as these two women exemplify.

Cultural Preservation

- As curator for collections of the Wheelwright Museum of the Indian. Rain Parrish (Navajo) provides care and maintenance for more than 3,000 pieces of Indian art. Her duties include cataloging, assaying value, maintenance and preservation techniques for the collection that will enable the museum to continue to display the ancient art.

In keeping with her education as an anthropologist, Rain has expanded her work with art to include research and interpretation of Southwest Indian art. Similarly, she is co-owner of Rainon Productions which includes among its diverse services the design and building of innovative living space as a modern interpretation of the Navajo hogan. Rainon productions also includes filmmaking services. Rain received a Navajo Tribal Scholarship during college.

"Architecture, anthropology and art are dynamic fields which offer many creative career opportunities for Indian women", she says.

Finance

- As a stock broker and account executive since 1955, Gladys Skye Wallace (Peoria) counts among her many honors the first annual Outstanding Haskell Alumni Award, 1970. With sales consistently in the top 20 percent for Tulsa's Dean Wittier Reynolds stock firm, Gladys has built a distinguished career based on Haskall training in shorthand, typing and secretarial skills. Honing business skills while working as an executive assistant, she went into business with her husband and opened a small brokerage firm when she was 26. Now, at age 82, she competes on a daily basis with account executives who hold graduate degrees in financial management.

"My success is a real credit to Haskell because they offered me a basic background in skills that became very valuable to me.

"The one thing I would tell women considering financial careers is that I feel that I have been successful because I truly enjoy working with people. I enjoy helping them. I would like to see Indian women become more sure of themselves and more confident."

As the daughter of a former Peoria chief, Gladys has been asked to serve on the Peoria Tribal Council and has long been involved with the Tulsa Council of American Indians.

Health & Education

- The largest employer of Indian women, as stated earlier, is the federal government, primarily in the BIA and IHS. Jobs held by Indian women, however, are primarily clustered into lower clerical levels.

There are cases when the label "nontraditional" can be applied to jobs in health care and education in regard to Indian women's employment, however. Primarily health and education jobs are considered nontraditional for women when they involve upper management and supervisory positions. This is not to say that Indian women professionals are not needed in health and education careers -- these fields are vital to Indian people who suffer the poorest health in the nation and are among those with the lowest educational attainment. What is needed are more career advancement opportunities for Indian women who are employed in these fields -- to see Indian women who are principals and superintendents as well as teachers; area IHS directors and physicians as well as nurses.

Examples of Indian women with nontraditional careers in education include four women who head Indian colleges.

- In a recent survey of tribally-controlled community colleges conducted by *OHOYO* newsbulletin, it was found that four of the twenty-plus Indian colleges were headed by Indian women, a 20 percent ratio.

Education Administration

The women, presiding over colleges in Montana and North Dakota, include Phyllis Howard (Mandan-Hidatsa/Arikara) who has directed Ft. Berthold Community College since 1973; Carol Juneau (Mandan-Hidatsa) head of Blackfeet Community College which serves 700 students annually; Janine Pease Windy Boy (Crow) director of Little Big Horn Community College at Crow Agency, Mont.; and Rose Marie Davis (Chippewa) head of Little Hoop Community College in Ft. Totten, N. Dak.

Health Administration

- Examples of Indian women with nontraditional careers in health fields include the following:

Marie Allen (Navajo) who has been appointed chief, Navajo Area Nursing Branch, becomes the first Navajo to assume this position. Allen who holds a master's degree in public health administration, will also remain assistant area director which will elevate nursing to upper level management in Navajo Area IHS.

Carla Baha Alchesay (White Mountain Apache) was appointed director of the Whiteriver IHS Hospital which has an annual budget of $5 million and employs 231 in January, 1982. With a master's degree in public health from Northern Arizona University, Carla becomes the first woman and first White Mountain Apache to direct the hospital. "Out of 87 IHS hospitals across the country, less than five have women directors including Carla. It's the first time the Phoenix Area Office has appointed a women director," George Blue Spruce, director of the Phoenix Area, said of the event. The appointment was made even more significant in that the Whiteriver hospital serves the White Mountain Apache tribe.

Medicine

- Dr. Lucy Reifel (Sioux) exemplifies the service of Indian women physicians to Indian people. A Pediatrician at Public Health Service Indian Hospital, Rosebud, S. Dak., she serves Rosebud Reservation patients.

Concerned with the lack of Indian men and women doctors, Dr. Lois Steele (Ft. Peck Assiniboine) directs a national project aimed toward encouraging and supporting Indian students in medical school. A major focus of the INDIANS INTO MEDICINE (INMED) project is summer program for junior high, high school and college Indian students which addresses the skills needed for health careers.

As reported in an April, 1982 edition of *Ohoyo* newsbulletin, a lack of statistical data exists for every aspect of American Indian life and this holds true for the medical profession. Association of American Indian Physicians (AAIP) Executive Director William Wilson estimated at the time that approximately 237 Indians are physicians and of that number approximately 47 were women. Of the 70 Indian doctors who are currently AAIP members, 12 are women, he reports. Significantly, Dr. Johanna Clevenger (Navajo), charter member of the 12-year-old physicians' association, currently serves as president of the organization, a first for AAIP. Women have also assumed leadership roles in Association of Native American Medical Students. Co-chairpersons include Theresa Maresca (Mohawk) and Regina Curtis (Leni Lenape).

It is interesting to note that career opportunities are different for the reservation than they are for the national scene. As Dr. Steele says, "There will always be a need for minority physicians -- especially there will always be a need for Indian physicians on the reservation. In this way, national trends do not relate to Indian-specific needs. There may be a plenitude of physicians and lawyers nationwide, but as a whole Indian people are far from parity."

As Indian women look to the future and to job outlook forecasts, these are vital facts to keep in mind. The forecasts *may* not label medicine, law, education or health administration as having the *best* employment prospects nationally, but for a very long time into the future these and other areas will be crucial to Indian people.

Indian women have made inroads into these nontraditional careers for women, but there are many reservations and Indian communities who do not have a single Indian doctor, legal representative or Indian health/education administrator -- opportunities to work with Indian people do exist in these capacities.

☐ A Look into the Future

Crystal balls are overworked as predictors of the future. Soothsayers lost their chic status as forecasters with the fall of the Roman Empire. In short, there is little magic left in our world approaching the 21st century on which we can rely for a glimpse of things to come. Providing the next best thing to a wizard's prophesy is an exciting futuristic volume heading the nation's best seller list. *Megatrends: Ten New Directions Transforming Our Lives* by John Naisbitt takes a swipe at international fortunetelling by providing an analysis of current American business, employment, lifestyle and education trends to predict the immediate future of these fields.

As women and men analyze current dismal unemployment around the country, it is not surprising that there is a new interest in predictions of future employment opportunities that will be plentiful. For the Indian woman who may be training for the first time or a woman re-entering training programs and the labor force, it is a time to evaluate present skills and choose professions which will offer stability in employment and a chance for advancement. Skillwise, Naisbitt's book summarizes future trends with two important words: computer and information. The following review briefly sketches the ten trends the author has identified.

- *one* Our industrial society is being replaced by a society/economy based on information gathering. The actual shift away from industrialization began more than 25 years ago when professional workers began outnumbering blue collar workers and with the launching of a satellite system which made instantaneous worldwide communications possible.
- *two* Matching the development of new technology is a corresponding need for more humanization in other areas of life.
- *three* Our national economy has become so intertwined with the international markets that they are now indistinguishable. The new global market of the future will strengthen interdependence and will no longer be dominated by the United States; nor by any other single country for long.
- *four* Management goals will shift from short term considerations to longer term planning. Industries are realizing that basing hiring and promotion of executives only on records of short-term success has lessened their investments in new technology that would keep them competitive in the world market (i.e., the automobile industry).
- *five* The move toward decentralization in government symbolizes a switch toward more power for local, state and regional interests. Naisbitt also predicts that as computers provide employers with a means to regulate the work of employees on a one-to-one basis, this will accommodate a more personalized scheduling of work and of diversified job interests. Advanced electronic transmitters will allow many employees to choose whether or not they want to stay home and work, though he foresees an increasing need for people to gather at the workplace as higher technology increases feelings of isolation.
- *six* With more power concentrated in local, state and regional decision-making, the current trend toward "self-help" rather than institutional or federal help will grow. Volunteerism will become more structured as more employees donate efforts toward community and county "self-help" programs.
- *seven* Electronic advances will also allow a more direct participatory democracy than our present representative democracy permits.

eight

- Decentralized shifts will enhance networking efforts by individuals and organizations. Hierarchies will decline in importance.

nine

- The current American migration South will continue as new technology further outdates the northern industrial-based regions. The actual trend will lead Americans South, Southwest and West. Of the ten "cities of great opportunity" for future shifts, Naisbitt includes no northern cities; he selects instead: Albuquerque, Austin, Denver, Phoenix, Salt Lake City, San Antonio, San Diego, San Jose, Tampa and Tucson.

ten

- Surprisingly, Naisbitt foresees a national trend toward expressing cultural diversities. Changing lifestyles, concepts of family and immigration patterns will provide a new desire to express uniqueness and individuality in the coming high technology society that has already arrived in many aspects.

□ Computer and Information Technology: Basics for the Future and Now

> "Computer technology is to the information system what mechanization was to the industrial revolution." (Naisbitt, p. 18)
>
> "In the new information society, being without computer skills is like wandering around a collection the size of the Library of Congress with all the books arranged at random with no Dewey Decimal system, no card catalogue -- and of course no friendly librarian to serve your information needs.
>
> "By one estimate, 75 percent of all jobs by 1985 will involve computers in some way -- and people who don't know how to use them will be at a disadvantage." (Naisbitt, p. 33)

Megatrends bases a great deal of its projections for the future world of work on Naisbitt's belief that America is currently undergoing a transition from the industrialized society to an information society. Citing studies that analyze jobs according to their relationship to the gathering, production and sale of information leads him to the conclusion that 60 percent of the American labor force work with information -- contrasted with 17 percent who held information-related jobs in 1950.

Even today, 10 to 20 hours of actual computer-use translates into $1,000 annual advantage in the job market over other workers in the same field who do not have computer experience. (Naisbitt, p. 34)

Even if Naisbitt has over-projected the importance of computer technology and transition to an information based economy, the increased need for expertise in computer and information analysis is already evident in the labor force today.

The need to communicate clearly and with the most effectiveness has long been identified as a professional skill and rudimentary to any management effort.

With community colleges, universities, high school adult education programs and many other local institutions offering computer programming courses, the opportunity to learn entry-level computer skills have multiplied. Learning to effectively communicate through computer apparatus can only enhance prospects for better employment of Indian women.

☐ Math-Science Skills: Keys that Unlock Nontraditional Jobs

"Girls lose interest and motivation in math as they progress through elementary grades. Young women often stop taking math as soon as it becomes optional in high school. Women have screened themselves out of many educational and career options through inadequate math training," according to EQUALS, a development program designed to get women back into science/math study.

Several years ago educators began identifying a dramatic underrepresentation of women participating in mathematics. Since the identification of this problem, programs such as EQUALS and projects funded by Women's Educational Equity Act, U.S. Department of Education, have developed programs which encourage women's participation beginning in elementary school and continuing after education has finished.

"Recent data suggest that we have accomplished a great deal. Between 1976 and 1980 women advanced from 1 percent of the nation's engineering workforce to 3 percent. Moreover by 1980 they were earning 10 percent of the engineering bachelor degrees, up from 0.8 in 1977.

"Similar gains for women occurred in the skilled trades, where they moved from less than 1 percent in 1976 to 3 percent of all apprentices in 1980.

"In law and medicine, women students have become a significant minority, earning 28.5 percent of the law degrees in 1980, and 23.5 percent of the M.D. degrees. But the greatest advance for college women in previously male-dominated fields of study was in business, where women earned 31 percent of the bachelor's degrees in 1979.

"In short, women's entry into professional and skilled labor forces has clearly increased and there are grounds for optimism on that score," according to a recent issue of *Public Affairs Report*, Bulletin of Institute of Governmental Studies, University of California-Berkeley.

These increases are important gains in such short periods of time. More than demonstrating that women have the same aptitude for math as men and that the problem is not intelligence related but rather dependent on sex-roles and what society expects of women, the figures demonstrate that once identified, the problem can be solved.

"I know the distance between women and math very well. During my days of formal education, I was somehow shortchanged on understanding the importance of math study and appreciating its by-product, the development of a logical thought process. Now I ponder what is to become of us women who inadvertently closed ourselves out of the math-related careers. As luck would have it, these careers now make up that 50 percent of the job market where expansion is creating opportunities. We read the want ads for technical, management and administrative openings and long for a comfortable working relationship with the basic number sense necessary for budgets and charts," according to the foreward from *Beating the Numbers: A Woman's Math Careers Program Handbook*, available from Women's Educational Equity Act Publishing Center.

There are many innovative math-enhancement and math skills-building courses that should be sampled if you have identified a lack of math as blocking your entry into new fields. For teachers and tribal program administrators seeking Indian women-specific statitics about math deficiency and solutions, Chippewa educator, Dr. Rosemary Christensen has completed a program which assessed the present level of enrollment and performance of Minnesota Indian girls in junior and senior high school mathematics courses. The final report for that project funded by WEEA, *Minnesota Indian Girls and Math: Final Report,* is also available from WEEA Publishing Center.

Encouragingly, math skills can be attained even if you were not properly channeled into the right junior and high school coursework. With today's technology many jobs require a fundamental grasp of mathematics and science logic but do not require formal degrees in math and science.

"Women who would like to make a transition from another field into high technology fields will be happy to learn that the majority of jobs being created do not require sophisticated science or engineering backgrounds, although the surest route to top management is still through technical fields. These jobs include systems analyst, programmer, technical writer, field-service technician (computer repair specialist), field-service personnel (customer relations specialist), drafter and electronic technician. All these jobs require some training, but prerequisites to employment vary widely", according to the article "Fast Tracks and Dead Ends in the Job Market of the Future." (Wheatley, p. 167)

□ Specialist and Generalist: Do Indian Women Need to be Both

As computer and electronic technology continues to impact industry and jobs, work skills will have to change accordingly.

"The rapid change ahead also means that you cannot expect to remain in the same job or profession for life, even if it's in an information occupation. The coming changes will force us to seek retraining again and again. Business will have to play the key role, similar to the way IBM now spends approximately $500 million annually on employee training and education." (Naisbitt, p. 37)

Being ahead of the changes and keeping an eye on future projections can help select jobs that will enhance skills that you hope to use in a couple of years.

Having a rudimentary "survival" skill has long provided "insurance" for women who wanted to take risks in career advancement but also wanted to be sure they could always find some kind of employment. Computer programming may not be the field that you want to stay in all your life, but having rudimentary programming skills will not only offer you a basic "survival" skill which will find you a job for quite a few years in the future, it will also act as groundwork for other career goals you want to combine with this skill. Management is much more dynamic when combined with computer programming skills because it opens opportunities to design new office systems that best utilize workers for a corporation using the new technology. Marketing plus computer programming opens a whole different set of doors. Options are multiplied with the survival + career skill system.

Taking the theory one step further, a basic education with core courses which emphasize math and applied math, applied science, basic management/business courses, a specific field of study such as architecture, journalism, education, engineering or another field *plus* practical "hands-on" computer experience will offer many options.

There is a thin line between being too specialized and being locked into a certain field though many skills are transferrable to other professions if an employee thinks creatively and searches the market with definite advance planning. There is also a very thin line between being much too general in training and education and generalizing yourself out of a professional job market

Attain "concrete" skills but retain a general set of skills to broaden flexibility in the job market. Flexibility is important in making across-the-board career moves. Beginning as technician and progressing to management fields where companies concentrate liberal fringe and payment benefits for employees, has its advantages. The decision to build flexibility into your training from the beginning or to add skills at a later point is a plan that can be personalized to each individual.

□ Jobs for the Future: Some That Haven't Been Created Yet

Included at the end of this chapter are DOL materials: *The Job Outlook in Brief* which provides projections for 20 employment fields. A careful analysis of the expected increase or decrease in employment opportunities for these fields has been included for 1980-90.

What is not included are jobs that haven't been created yet -- although some employees are already beginning to strategize for these career opportunities.

"The next twenty years will be the age of biology in the way that the last twenty years have been the age of microelectronics. Other areas that offer tremendous opportunity are alternative energy sources and conservation products, robotics, and seabed mining". (Naisbitt, p. 73)

"The pace at which we're shifting from a product, manufacturing based economy to one that focuses largely on selling intangible benefits to the marketplace is truly mind-boggling. In 1980 U.S. labor force totaled about 105 million workers. By 1990, that total is expected to range from 122 to 128 million - an increase from 17 to 22 percent. Of all these workers, some two-thirds are currently employed in service fields(*Megatrends* calls them information fields) ranging from education and insurance to government. By 1990 that two-thirds figure, about 66 million workers, is expected to increase from 79 to 84 million.

"The vast majority of these service jobs will be in white collar occupations. According to the latest federal figures, between 1978 and 1990 some 66 million job openings will become available and about 20 million of them will be new jobs created by shifts in the national economy. And of all of these job openings, more than 50 percent will be white collared in the professional, technical, managerial, sales and clerical fields." (Abarbanel, 1982)

Also targeted as having high growth potential are the aerospace industry because of its information gathering potential, all information processing fields, telecommunication fields including cable television, health care fields and medical technology fields.

□ Evaluating Your Skills: Strategizing for Future Gains

Obviously, long-range career goals are important in targeting skills that can be added to your basic experience and in finding the job that will best utilize the unique blend of experience and skills that you possess.

- The first step in career planning is to evaluate the skills that you already have. Many are amazed at the things they know how to do and how far basic skills can take them once they evaluate present skills. (A "Skills Assessment" worksheet is included in the "Activities" section of the chapter.)

Action Steps

- Next identify three nontraditional jobs you would like to attain. (If you can't think of any, turn to the section on Jobs for the Future in this chapter). Next list three reasons why you would choose each job. Prioritize the jobs in the order of your preference for them. Next to the list of jobs, list the basic requirements for attaining these jobs. (If you cannot list the requirements, go to the library and seek an Occupational Handbook which will specify these for you.) What are the salaries, projections for growth and locations of these jobs?
- Identify skills that you have that can be utilized by these jobs. How much training/retraining would be required for each field. Are there areas where you could attain minimal community college or college "non-degree" candidate training to attain the skills you lack?
- If you feel these three jobs are realistic choices and that you could manage cross-over training that would utilize your present skills and prepare you for one of the new positions, would you think seriously about pursuing this new field?
- Locate women in your community who hold one or all three of the nontraditional jobs. Write or call for an appointment asking them for information about opportunities in their field. Make it clear that you are considering the field but are not looking for a job with this meeting. Call a local college/university for suggestions if you cannot identify women in your tribe, community or city with this profession.
- Make a list of questions to ask about what their job entails, chances for opportunity, the kind of training they would recommend, how they obtained credentials for the job.
- Do they know any professional organization that offers scholarships for women entering training for the profession?
- If college training is the only option for attaining this job, could you begin working during summers, breaks or part-time as an intern in the field? Could you afford to work as an unpaid intern at first to gain valuable work experience and insight into the actual skills that you will need to attain in college to be successful in this field?
- What kind of life-long training is necessary to succeed in this field after you have gotten the job.

How to Get the Job You Want

Personal Skill Assessment

If you set career goals and action plans to complete them, then you have already begun this step. By analyzing what education, training and skills needed, you had to review the skills you currently possess. The next step is to assess your competence in each skill. (Complete the "Skill Assessment" worksheet in the "Activities, Sources, Resources and Suggested Reading" section).

Research Job Market

The following summarizes major steps in conducting research.

- Decide the locale where you want to work
- Identify your strongest skills then decide the field you want to work in
- Acquaint yourself with the local economy through personal interviews and journals
- Decide if you can be happy with the types of jobs available
- Begin your search for the company who needs your skills

Research Companies

Employers hire individuals because they *need* someone to *help* them *achieve* their goals. In order to find out the types of skills needed by organizations you are interested in, learn their goals and then you will be able to determine how you can help them. Research can be conducted in a variety of ways:

- Reading annual reports and trade journals
- Reviewing products developed
- Reviewing organization's contribution to the community, state or nation
- Interviewing company employees and other knowledgeable contacts

This last step is particularly important. Once you have focused in on a few companies, current employees and contacts can tell you more about jobs that are open, particulars you need to know, how to get your foot in the door or gain favorable visibility within the company and introduce you to other people who can help.

Resume Writing

For most positions, your resume will be the first impression a prospective employer has of you. An excellent resource to read is *Marketing Yourself: The Catalyst Guide to Successful Resumes and Interviews*. The three most common resume formats are (1) Chronological, (2) Functional, and (3) Combination of both. Highlights from this and other sources advise that resumes:

- Should be written by you and not a professional
- Should be tailored to specific companies

- Should not include any negative information
- Should be one page in length and never over two
- Should list your achievements and identify your skills
- Should contain action words (go over your skill assessment sheet and transform nouns to action verbs)
- Should not list references (write available upon request)

All resumes should contain your name, address, phone number, career objective, past employment, educational attainment and special training. If you have held many positions, summarize those not related to your current goal and special skills gained from them. Sample resumes and exercises to help you translate your personal/work experience into appropriate skills are included in the appendix and at the end of the chapter.

Cover Letter

All resumes should be accompanied by an original cover letter, addressed to the particular person in the company supervising your area of interest and should hone your particular assets to the company's needs and the position you are applying for. A recent survey noted that prospective employers complain that cover letters contained too little information, were "canned," showed no knowledge of company and were too egotistical.

Interview

The interview is a two-way street. It provides the employer the opportunity to see if you will be an asset to the company and for you to determine if you want the position and to work for his/her company. Preparations for the interview should begin long before the actual date. You should know something about the company, qualifications for the position you want, how your skills meet the qualifications and other assets you can bring to the firm. Be prepared to answer the following ten most common interview questions:

- What are your major strengths?
- What are your major weaknesses? Don't reveal anything negative.
- How is your previous job experience applicable here?
- Why did you leave your former job?
- Is there someone we can contact who knows about you and your activities?
- Where do you see yourself in the company 10 years from now?
- What are your interests outside of work?
- Why do you want to work here?
- Are you applying to other companies?
- What kind of compensation are you looking for?

Salary negotiation requires research. In the pages that follow, there is a brief survey of jobs and salary ranges. One management consultant notes, "Women are afraid that if they ask for what they really want, they will be turned down...asking for too little...may actually hurt you."

Other factors considered by an employer during the interview are how you were dressed, and amount of confidence projected, both of which reflect your self-concept and esteem.

Another important aspect to consider in finding new career opportunities is the mentor relationship.

Mentoring: "Everyone Who Makes It Has a Mentor"

By Roberta Ferron (Rosebud Sioux)
Attorney

"Everyone Who Makes It Has a Mentor" is the title of an article in which three successful White men explain how they were mentored and how they mentored others. Professional women are recognizing the value of mentor relationships and in fact are increasingly expressing their sensed need for more mentoring relationships. Questions that need to be answered include:

Do Indian women need mentors?
and can successful Indian women be effective mentors?

Traditionally mentoring was seen as older, wise men counseling, teaching, coaching and sponsoring younger men. Women are redefining mentoring to balance mentors/protegee relationship on a continuum from very controlled to passive. There is an important distinction between having a rolemodel and having a mentor. A rolemodel is to be observed by others. There may be pitfalls if one attempts to be like ones rolemodel. On the other hand, the function of a mentor may be any one of the following: a protector, a sponsor, a coach, a guide, an advocate, a supporter or an effective advisor.

Mentorships have generally been instigated by the more established person choosing a protegee. More recently the concept of women seeking out a mentor has emerged. One extreme is the formal paid mentor with the other extreme being the existence of several temporary, informal trial mentors. This new era in mentoring has brought about the need for mutually beneficial relationships. Cavets have also surfaced; for example, the potential sexual attraction and the dependence that may develop. Equally important to Indian women is the importance of Indian culture in such a relationship. Whether it be the role of the mentor and protegee or the underlying purpose for wanting a mentor -- following is a list of questions that may help you clarify the situation with a prospective mentor.

Action Steps

1. Who was your mentor?
2. How did he or she mentor you?

3. What was the most important factor in your success?
4. What was the most important factor in your preparation for success?
5. How have you been able to preserve your indianess while attaining your success? What advice would you give me regarding this?
6. What part of Indianess did you have to abandon to be successful?
7. How would you describe the ideal business world and the real business world?
8. Will you be frank with me in offering criticism. What will you do if I cry?
9. Do you understand my goals?
10. Can we work together as mutually respectful adults.
11. What is in it for you?
12. What areas were you naive about when you began your professional life?
13. What specific skills do you think I need to improve?
14. How can you ease access for me into professional networks?
15. Can I accompany you and observe your professional behavior?
16. Will you be threatened by my success or departure?

Another important concern in strategizing for future gains is the need to inform ourselves of employment laws. The following section provides a look at several variables crucial to Indian women.

Important Employment Variables: EEO, Affirmative Action and Indian Preference

By Roberta Ferron (Rosebud Sioux)
Attorney

There are federal and state laws that attempt to ensure equal opportunity for employment (EEO) to all persons regardless of sex, race and a variety of other classifications such as handicap, age, religion and national origin.

These laws have varying degrees of coverage, remedies and reporting requirements. In some instances the states cover categories the federal government does not. In addition to these laws there is an affirmative action concept which goes beyond equal opportunity and is action-oriented. The federal government requires that all of the institutions in contracts with them have Affirmative Action (AA) plans or programs.

Specifically, Executive Order 11426 requires there be an affirmative action plan to provide for protection for females, minorities, Vietnam era veterans and handicapped persons. In addition to the mandatory Affirmative Action plans there are also voluntary AA plans.

In 1934 with passage of the Indian Reorganization Act, Indian Preference and the Indian Service was codified giving preference to a qualified Indian person over a qualified non-Indian. This preference has been upheld by courts.

There also exists a law that provides for minority contractors for special projects.

All the above bring into consideration possible reverse discrimination, the complaint process and possible remedies if there has been discrimination. When a person believes there has been discrimination against him or her there is available an administrative remedy and a court remedy. Time is an essential concern in preserving the right to complain and get a remedy. Remedies available for proven discrimination vary with the type of discrimination. The body handling the complaint and the initial request of the complaintants. For example, back pay is a remedy available to many state human rights commissions as well as a federal remedy in some instances. In some instances there are criminal penalties to the perpetrator of discrimination; however, discrimination usually is an area of civil law with civil remedies. It is important that an entrepreneur be aware of their requirements in the area of EEO and AA. Any person who is an employee or a potential employee should also be aware of their rights as such. One area of sex-discrimination that has received attention in the last decade is ual harrassment. All persons especially women need to be aware that there are protections at least under federal law and often other laws and policies. (For further details, see the appendix)

What Women Earn in Current Professions

from What Women Earn
by Thelma Kandel
1982

The book, *What Women Earn,* by Thelma Kandel provides something more than an interesting look at salaries. It also provides a point of reference for women considering job options, changes and opportunities. As a final step in this brief strategizing segment, take a moment to see what women are earning.

Appointed Office Salary

Chief Justice	$84,700
Associate Supreme Court Justice*	$81,300
Cabinet Officer**	$69,630

* Sandra Day O'Connor is the first women nominated as a Supreme Court Justice.
** Angela Buchanan is Treasurer of the United States, at a salary of $50,112 a year.

Jeane Jordan Kirkpatrick, United States Ambassador to the United Nations, holds the top position for a female in the Reagan Administration.

Typical Salaries for Women in Accounting in 1980

Entry level	$11,500–$15,500
1–3 Years Exp.	16,000– 19,500
3–5 Years Exp.	18,500– 27,700
Chief Accountant	45,000– 50,000
Auditors	
Beginner	$13,000–$14,000
Experienced	17,700– 22,500

1980s Top Ten Most-Wanted Engineers

Ranking	*Specialty*	*Demand Increase over 1979*
1	Mechanical	18.7%
2	Electronics	18.5
3	Controls/Instrument	17.9
4	Industrial	17.3
5	Chemical	13.1
6	Energy	12.8
7	Metallurgical	12.1
8	Petroleum	11.9
9	Research and Testing	11.7
10	Environmental/Safety	11.5

Source: Fox-Morris 1980 U.S. Survey

The Earnings Gap: Median Earnings of Year-round, Full-time Workers

Occupation	**Women**	**Men**	**$ Gap**
Accountants	$11,155	$17,312	$6,157
Computer Specialists	15,135	18,849	3,714
Teachers			
College and University	15,172	20,337	5,165
Elementary and Secondary	11,732	15,029	3,297
Engineering & Science Technicians	11,566	15,147	3,581
Sales Clerks	5,413	10,114	4,701
Bookkeepers	8,516	13,520	5,004
Cashiers and Counter Clerks (except food)	6,632	10,139	3,507
Office Machinery Operators	9,019	13,076	4,057
Cleaning Service Workers	6,353	9,201	2,848
Food Service Workers	5,255	7,332	2,077
Health Service Workers	7,050	8,643	1,593
Personal Service Workers	6,097	9,553	3,456

Source: U.S. Department of Commerce, Bureau of the Census, 1977

Federal Jobs and Pay, 1979

Grade	*Position*	*Average Pay*	*Lowest Pay*	*Highest Pay*
1	File Clerk	$ 7,293	$ 7,210	$ 9,126
2	Typist (beg.)	8,308	8,128	10,327
3	Personnel Clerk (beg.)	9,570	8,952	11,634
4	Computer Operator (beg.)	11,163	10,049	13,064
5	Accountant (beg.)	12,754	11,243	14,618
6	Computer Operator (midlevel)	14,434	12,531	16,293
7	Chemist (midlevel)	15,738	13,925	18,101
8	Secretary (exp.)	17,898	15,423	20,049
9	Attorney (beg.)	19,103	17,035	22,147
10	Electronics Technician	21,261	18,760	24,385
11	Auditor (exp.)	23,263	20,611	26,794
12	Accountant (exp.)	27,963	24,703	32,110
13	Personnel Director	33,607	29,375	38,186
14	Attorney (exp.)	39,651	34,713	45,126
15	Chief Chemist	46,754	40,832	50,113
16 to 18	Top Career Officials	49,867(est.)	47,889	50,113

Source: U.S. Office of Personnel Management

Highest-Paid Engineers by Field and Experience

Entry Level (Average–Average/High)	*2–5 Yrs. Exp. (Average–Average/High)*
Petroleum $21,300–$24,100	Petroleum $28,800–$35,000
Chemical $20,300–$22,000	Chemical $28,050–$30,300
Mechanical $19,630–$19,800	Control/Instrument $25,950–$30,100
Control/Instrument $19,450–$19,800	Electronics $25,850–$35,000
Electronics $19,100–$22,000	Mining $25,400–$30,100
Mining $19,100–$20,800	Mechanical $25,350–$30,500
Metallurgical $19,100–$20,700	Metallurgical $25,200–$30,050
Energy $18,870–$21,500	Energy $25,030–$30,000
Industrial $18,500–$20,500	Research and Test $25,050–$28,000
Research and Development $18,500–$20,000	Industrial $23,050–$26,500

Source: Fox-Morris 1980 U.S. Survey

(The above charts are reprinted from *What Women Earn* by Thelma Kandel and are included here with permission from Simon & Shuster Publishers.)

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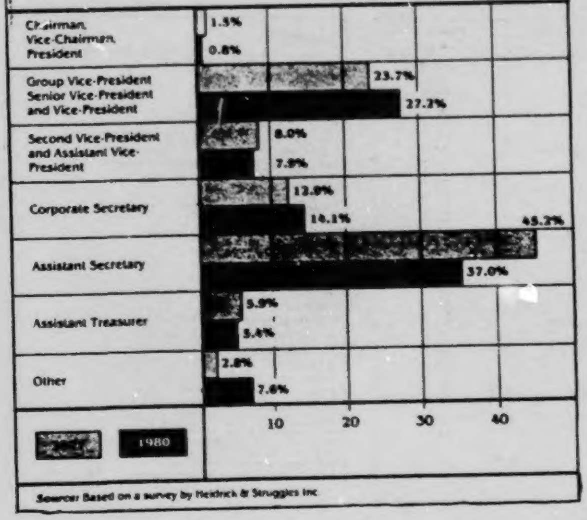
Women Officers in Major U.S. Companies



Source: Based on a survey by Heidrick & Struggles Inc.

Most Helpful Training for a Business Career, According to Women in Management

Degree	Percent Preferred by Women
C.P.A.	10.3%
Law (J.D.)	8.8
M.B.A.	59.0
C.P.A. + M.B.A.	1.2
J.D. + M.B.A.	1.6

Rosie the Riveter and Others: Women in Unusual Occupations

Occupation	Number	Percentage
Auctioneers	237	4.6%
Bellhops	441	2.3
Blacksmiths	346	3.3
Bootblacks	336	8.7
Brick, Stonemasons	2,054	1.2
Cabinetmakers	3,301	4.9
Crane Operators	1,931	1.3
Embalmers	158	3.2
Firemen	2,157	1.2
Flight Engineers	124	1.9
Forklift Operators	3,699	1.7
Gas Station Attendants	11,947	2.8
Garbage Collectors	950	1.3
Locomotive Engineers	456	0.9
Longshoremen	826	1.8
Lumberjacks	1,802	2.3
Miners	681	1.4
Riveters	11,051	43.3
Sailors	454	1.8
Stonecutters	311	8.0
Truck Drivers	20,275	1.5
Telephone Linemen	671	1.3

Source: U.S. Census Bureau, 1970 Census

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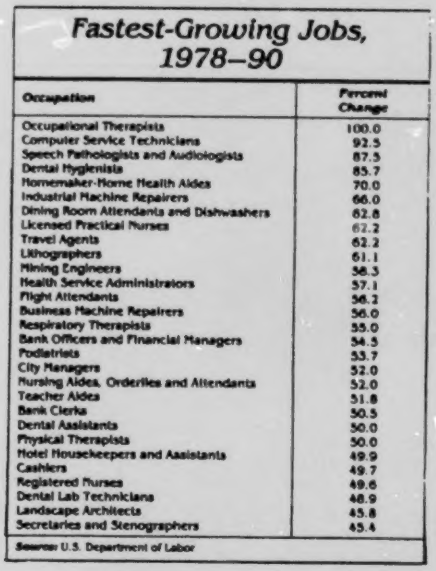
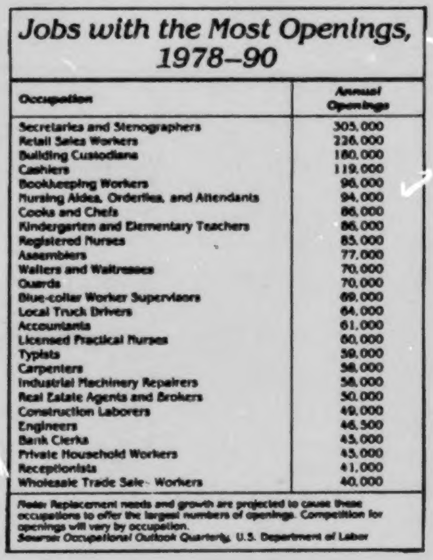


Fastest-Growing Jobs, 1978–90

Occupation	Percent Change
Occupational Therapists	100.0
Computer Service Technicians	92.5
Speech Pathologists and Audiologists	87.5
Dental Hygienists	85.7
Homemaker-Home Health Aides	70.0
Industrial Machine Repairers	66.0
Dining Room Attendants and Dishwashers	62.8
Licensed Practical Nurses	62.2
Travel Agents	62.2
Lithographers	61.1
Mining Engineers	58.5
Health Service Administrators	57.1
Flight Attendants	56.2
Business Machine Repairers	56.0
Respiratory Therapists	55.0
Bank Officers and Financial Managers	54.5
Podiatrists	53.7
City Managers	52.0
Nursing Aides, Orderlies and Attendants	52.0
Teacher Aides	51.8
Bank Clerks	50.5
Dental Assistants	50.0
Physical Therapists	50.0
Hotel Housekeepers and Assistants	49.9
Cashiers	49.7
Registered Nurses	49.6
Dental Lab Technicians	48.9
Landscape Architects	45.8
Secretaries and Stenographers	45.4

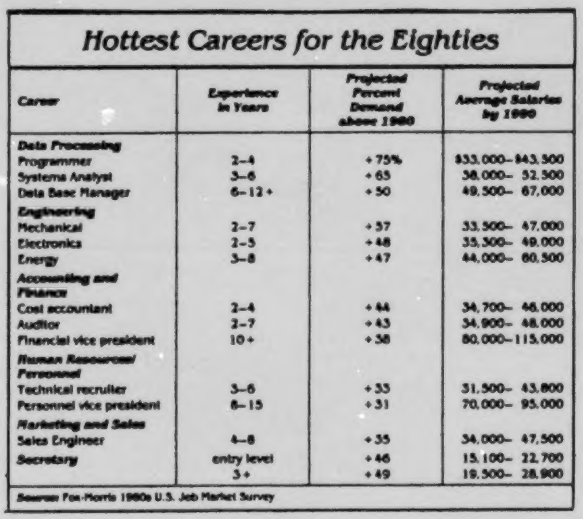
Source: U.S. Department of Labor



Jobs with the Most Openings, 1978–90

Occupation	Annual Openings
Secretaries and Stenographers	305,000
Retail Sales Workers	226,000
Building Custodians	180,000
Cashiers	119,000
Bookkeeping Workers	96,000
Nursing Aides, Orderlies, and Attendants	94,000
Cooks and Chefs	86,000
Kindergarten and Elementary Teachers	86,000
Registered Nurses	85,000
Assemblers	77,000
Waiters and Waitresses	70,000
Guards	70,000
Blue-collar Worker Supervisors	69,000
Local Truck Drivers	64,000
Accountants	61,000
Licensed Practical Nurses	60,000
Typists	59,000
Carpenters	58,000
Industrial Machinery Repairers	58,000
Real Estate Agents and Brokers	50,000
Construction Laborers	49,000
Engineers	46,500
Bank Clerks	45,000
Private Household Workers	45,000
Receptionists	41,000
Wholesale Trade Sale- Workers	40,000

Note: Replacement needs and growth are projected to cause these occupations to offer the largest numbers of openings. Competition for openings will vary by occupation.
Source: Occupational Outlook Quarterly, U.S. Department of Labor



Hottest Careers for the Eighties

Career	*Experience in Years*	*Projected Percent Demand above 1980*	*Projected Average Salaries by 1990*
Data Processing			
Programmer	2–4	+75%	$33,000–$43,500
Systems Analyst	3–6	+65	38,000– 52,500
Data Base Manager	6–12+	+50	49,500– 67,000
Engineering			
Mechanical	2–7	+57	33,500– 47,000
Electronics	2–5	+48	35,300– 49,000
Energy	3–8	+47	44,000– 60,500
Accounting and Finance			
Cost accountant	2–4	+44	34,700– 46,000
Auditor	2–7	+43	34,900– 48,000
Financial vice president	10+	+38	80,000–115,000
Human Resources/ Personnel			
Technical recruiter	3–6	+33	31,500– 43,800
Personnel vice president	8–15	+31	70,000– 95,000
Marketing and Sales			
Sales Engineer	4–8	+35	34,000– 47,500
Secretary	entry level	+46	15,100– 22,700
	3+	+49	19,500– 28,900

Source: Fox-Morris 1980s U.S. Job Market Survey

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□ The Mother and Child Connection: Your Role in Shaping Career Awareness

By Joann Morris (Chippewa)
Consultant/Contributing Writer

As women, we have a unique and close connection with the future, our children. We spend a lot of time with our own children and the children of our relatives, friends and other community members. Although it often goes unrecognized, our influence on these young people is substantial.

By involving ourselves in a leadership training program we have made a commitment to increase our personal skills. It is equally as important to make a commitment and an investment in the future. We can encourage our male and female children to explore a wide variety of recreation and career-related options. They should feel unrestricted in the discovery of their talents and interests.

There are many natural opportunities to talk with children about early career awareness: at mealtime, in the car and on family outings. Most children enjoy talking about their fantasies of what they want to be when they are grown. We should take an interest in their dreams and reinforce them. Expanding their knowledge of new and nontraditional careers is also important. Our desire should be to expose but not to impose.

Some career development experts say that children pass through various career awareness phases (Hummel & McDaniels, 1979). Generally before the age of eleven they are in the fantasy phase, during which they believe they can do anything or be anybody. This exploratory phase should be cultivated. We can join in their play as they act out jobs whether they exist or not.

Efforts should be made not to discourage a child with statements that they couldn't possibly do a particular job or couldn't seriously want to be a member of a particular profession. Children need to feel worthy and capable. We have the daily opportunity to reinforce such feelings.

As our children move into young adulthood, we should continue to support their explorations into their areas of interest. After the age of eleven, most children demonstrate more specialized interest in selected career options. They have begun to realize that certain skills and talents may be required for particular careers.

Some young prople become very clear about their career aspirations. Our young AI-AN women especially need our encouragement, particularly if they plan to enter a role considered nontraditional for an Indian female. Taking an interest in the young women around us is an important step toward reinforcing equity for women and sovereignty for our people.

In addition to speaking regularly with our own children and those in our extended family, we should consider other opportunities available to us to reach additional young people. We can arrange talks with local youth groups. If we are actively involved in or work for the local school district, we have ample opportunities to reinforce career education in the classroom and on the playground. One of the best gifts we can give our children is an increased awareness of choices.

In our traditional societies, we usually considered all actions in light of their affect on future generations. As the mothers, aunties, grandmas, sisters, friends, and significant others in the lives of many young people, we have unparalleled opportunities to reinforce their visions and aid them to realize their dreams.

Action Steps

A CHECKLIST FOR PARENTS*

	YES	NO
1. Do I listen to my child's dreams, fantasies and plans for his/her career?	___	___
2. Do I build on my child's feeling of worth?	___	___
3. Do I participate when my child acts out his/her fantasy jobs?	___	___
4. Do I reinforce my child's success in school or recreation activities?	___	___
5. Do I serve as a career model and help my child understand my world of work?	___	___
6. Do I introduce my child to other vocations outside my field of work?	___	___
7. Do I support the school's efforts to provide career education?	___	___
8. Do I help at local career fairs?	___	___
9. Do I permit my child to try out various work experiences?	___	___
10. Do I permit my child to explore interests in nontraditional occupations regardless of sex or economics background?	___	___

(* Adapted from Hammel & McDaniels, p. 13 & 21.)

Action Steps

A CAREER ALPHABET

Parents, relatives, Indian educators and others may use the following exercise at home or school to encourage children from the second to sixth grades to begin thinking of a variety of career options.

1. Review the letters of the alphabet with the child if necessary.

2. Encourage the child to think of at least one occupation to correspond to each letter of the alphabet. Older children should be encouraged to list as many occupations for each letter as they can. You may have to spell the occupation for the children depending on their age and ability. Examples include: A for Acrobat, B for Barber, and C for Cook.

3. Have the child select a letter and an occupation to illustrate. They may want to illustrate the initial of their first or last name, or any other of their choice.

4. Older children can be encouraged to list preferred occupations to correspond to each letter of their first and/or last name. Example:

   E - Engineer

   V - Vocational counselor

   A - Astronaut

☐ Creating an Environment of Support for Indian Women's Employment

There are support services that can be offered by tribes, communities, and local organizations that would support the development of Indian women's employment opportunities. The following is a partial listing and is included to spark ideas about what else is needed.

Action Steps

- Child Care Facilities: Some communities, colleges and churches are experimenting with "grandparents" as caretakers for children in day care centers. A real challenge for tribal members who want more continuity between elders and younger tribal members: devise sharing programs that will offer children opportunities to learn tribal languages at an early age, and oral history from elders first-hand. Begin with plan on how the operation would be run, who would oversee the operation, where the center would be located. Don't overlook community volunteers beyond the tribe or urban Indian center.

- Tribal Training Programs: Does your tribe own a computer and hire a programmer? Or do they operate a craft cooperative--these and other skill-related operations can be taught to tribal members informally through a tribal volunteer program for members. And, the program will provide actual hands-on experience for practical learning opportunities.

  Are there off-hours when the computer is not in use and could be utilized in training programs? Could users pay a small fee to help support the cost of computer time and instructor's off-duty wage? What other facilities does the tribe own or manage that could be used to train members in viable skills.

- Career Counseling: Does your tribe have a career counseling office in their education department. Could a counselor work with tribal council and chairperson to project future tribal employment in natural resource development, tribal entrepreneurship ventures and other areas of development where expertise must now be purchased from non-Indian employees?

- Mentoring Opportunities: Does your tribe have need of a program that would help young students identify future job and service opportunities in tribal affairs? Would it be possible for students to spend a day on one-to-one basis with council members, with the chairperson, with personnel in various tribal employment offices? Could it be arranged for students to spend a day with the engineer your tribe employs in a natural resource development program? Or with a professional hired to help manage tribal resources?

□ Conclusion

Has your perception of Indian women's employment changed after reading this chapter? Or, like many Indian women, have you known all along that Indian women in your community, tribe and region have held diverse and nontraditional jobs for a long, long time?

If you were excited about the range of jobs discussed in this chapter and are interested in further information on future employment projections--read on. "The Job Outlook in Brief," from the *Occupational Outlook Quarterly*, Spring, 1982, published by U.S Department of Labor, Bureau of Labor Statistics, is reprinted on the pages that follow for your convenience.

Key Words in the "Brief"

Changing Employment Between 1980 and 1990

If the statement reads . . .	Employment is projected to . . .
Much faster than average growth	Increase approximately 50 percent or more
Faster than average growth	Increase approximately 28 to 49.9 percent
Growth about as fast as average	Increase approximately 15 to 27.9 percent
Growing more slowly than average	Increase approximately 6 to 14.9 percent
Little change	Increase or decrease approximately 5.9 percent
Decline	Decrease 6 percent or more

Opportunities and Competition for Jobs

If the statement reads . . .	The demand for workers may be . . .
Excellent opportunities	Much greater than the supply
Very good opportunities	Greater than the supply
Good or favorable opportunities	About the same as the supply
May face competition	Less than the supply
Keen competition	Much less than the supply

The "key words" chart is included to provide maximum use of the "Outlook."

If you are interested in forthcoming editions of the *Occupational Outlook Handbook* ($9 paperback) or the *Occupational Outlook Quarterly* ($8 per year), contact your regional office (listed below) or Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

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The Job Outlook in Brief

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
ADMINISTRATIVE AND MANAGERIAL OCCUPATIONS		Accountants and auditors	900,000	25–34	Employment expected to increase faster than average as managers rely more on accounting information to make business decisions. College graduates will be in greater demand than applicants who lack this training.
		Bank officers and managers	400,000	26–33	Employment expected to grow faster than average as banks expand services. Competition for managerial positions likely to stiffen.
		Buyers	150,000	20–27	Employment expected to grow about as fast as average. However, keen competition anticipated because merchandising attracts large numbers of college graduates.
		City managers	3,300	21[2]	Employment expected to grow about as fast as average. Competition will be keen, however, even for persons with graduate degrees in public administration.
		College student personnel workers	55,000	(3)	Little change expected in employment because of declining enrollments and tighter budgets. Some staff cuts are expected.
		Construction inspectors (government)	48,000	26–28	Employment expected to grow faster than average as a result of rising concern about safe construction of new housing and commercial buildings. Best opportunities for college graduates and persons experienced as carpenters, electricians, or plumbers.

Notes appear at the end of the table.

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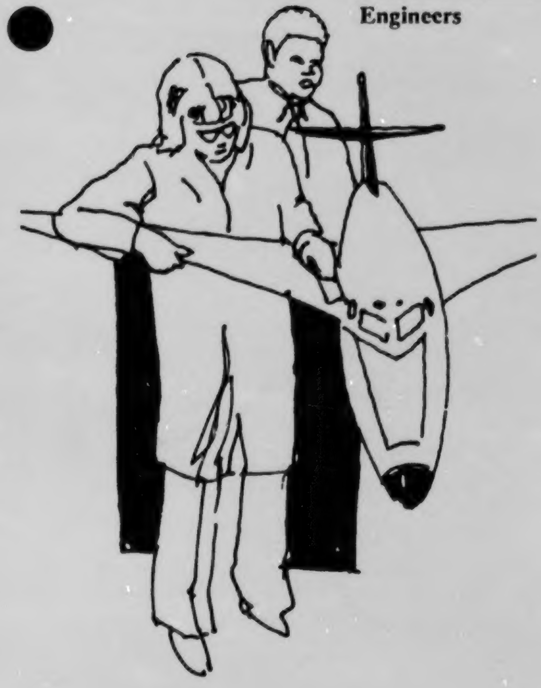
Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Credit managers	55,000	0[2]	Employment expected to grow more slowly than average as centralization of credit operations increases.
		Health services administrators	220,000	43–53	Employment expected to grow faster than average as demand for health care increases and health services management becomes more complex. Advanced degree required for best positions in hospitals.
		Health and regulatory inspectors (government)	112,000	12–14	Employment expected to grow more slowly than average as government regulation is de-emphasized.
		Hotel managers and assistants	84,000	30–47	Employment expected to grow faster than average. Best opportunities for persons with degree in hotel administration.
		Medical records administrators	15,000	33[2]	Employment expected to grow faster than average as the demand for health care increases in response to a growing and aging population, insurance companies and government agencies require more complete medical information, and medical facilities standardize health records. Good job prospects for graduates of approved programs.
		Occupational safety and health workers	80,000	(3)	Employment expected to grow as fast as average as new safety and health programs are started and existing ones upgraded and expanded. Best prospects for graduates of curriculums related to occupational safety and health.
		Personnel and labor relations specialists	178,000	15–22	Employment expected to grow as fast as average as employers seek to raise productivity through training and development and other employee benefit programs. Keen competition for jobs in labor relations.
		Purchasing agents	172,000	16–24	Employment expected to increase as fast as average as businesses expand and try to reduce purchasing costs. Excellent job opportunities, especially for persons with a master's degree in business administration.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		School administrators	150,000	−1[2]	Little change expected in employment due to declining enrollments and tighter budgets. Keen competition expected as other school personnel attempt to move into adminisrative jobs.
		Underwriters	76,000	18–23	Employment expected to grow about as fast as average as insurance sales continue to expand and insurance companies introduce new types of insurance and evaluate risks more frequently.
ENGINEERS, SURVEYORS, AND ARCHITECTS		**Architects**	79,500	33–41	Employment expected to rise faster than average, but competition for jobs likely.
		Landscape architects	15,000	33[2]	Employment expected to grow faster than average due to increases in new construction and city and regional environmental planning. Best job prospects for those with graduate degrees in landscape architecture.
		Surveyors and surveying technicians	61,000	19–27	Employment expected to grow about as fast as average due to increased construction activity.
	Engineers	**Engineers**	1,200,000[4]	27–37	Employment expected to grow faster than average. Good employment opportunities for graduates with an engineering degree.
		Aerospace engineers	68,000	43–52	Employment expected to increase faster than average due to increased expenditures for military and commercial aircraft.
		Agricultural engineers	15,000	27[2]	Employment expected to grow faster than average in response to increasing demand for agricultural products, modernization of farm operations, and increasing emphasis on conservation of resources.
		Biomedical engineers	4,000	27[2]	Employment expected to grow faster than average, but actual numbers of openings will be small. Increased research funds could create new jobs in instrumentation and systems for delivery of health services.
		Ceramic engineers	15,000	27[2]	Employment expected to grow faster than average as a result of need to develop and improve ceramic materials for nuclear energy, electronics, defense, and medical science.



Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Chemical engineers	55,000	23–32	Employment expected to grow about as fast as average. Economic expansion and increasing complexity and automation of chemical processes will require additional chemical engineers to design, build, and maintain plants and equipment.
		Civil engineers	165,000	26–31	Employment expected to increase faster than average as a result of growing need for housing, industrial buildings, electric power generating plants, and transportation systems. Work related to pollution and energy development will also cause growth.
		Electrical engineers	325,000	35–47	Employment expected to increase faster than average due to growing demand for computers, communications equipment, military electronics, and electrical and electronic consumer goods, as well as increased research and development in power generation.
		Industrial engineers	115,000	26–38	Employment expected to grow faster than average due to industry growth, increasing complexity of industrial operations, expansion of automated processes, and greater emphasis on scientific management and safety engineering.
		Mechanical engineers	213,000	29–41	Employment expected to increase about as fast as average due to growing demand for industrial machinery. The need to develop new energy systems and to reduce pollution will also cause growth.
		Metallurgical engineers	15,000	32–42	Employment expected to grow faster than average due to need to develop new metals and alloys, adapt current ones to new needs, and develop new ways of recycling solid waste.
		Mining engineers	6,000	38–51	Employment expected to grow faster than average due to efforts to attain energy self-sufficiency and to develop better mining systems.
		Petroleum engineers	18,000	46–54	Employment expected to grow faster than average as demand for petroleum and natural gas requires increased drilling and more sophisticated recovery methods.
NATURAL SCIENTISTS AND MATHEMATICIANS	Mathematical scientists and systems analysts	Actuaries	8,000	40–48	Employment expected to rise faster than average as insurance sales increase and insurance companies introduce new forms of insurance and reevaluate existing health and pension plans.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Mathematicians	40,000	11–14	Employment expected to grow more slowly than average. Favorable job prospects expected for Ph.D.'s in industry and in college faculty positions at the undergraduate level. However, competition is expected for jobs involving theoretical research. Competition for mathematician jobs likely among those without a Ph.D., although favorable job prospects are expected in related science, engineering, and computer occupations.
		Statisticians	26,500	17–25	Employment expected to grow as fast as average as use of statistics expands into new areas. Persons combining knowledge of statistics with a field of application, such as economics, may expect favorable job opportunities.
		Systems analysts	205,000	68–80	Employment expected to grow much faster than average as computer capabilities are increased and computers are used to solve a greater variety of problems. Excellent prospects for graduates of computer-related curriculums.
	Physical scientists	Astronomers	3,000	5[2]	Little change in employment is expected as only slight increases in funds for basic research in astronomy are expected. Competition for jobs is likely to be keen.
		Chemists	113,000	18–24	Employment expected to grow as fast as average as a result of increasing demand for new products, manufacturing efficiency, and energy conservation. Good opportunities are expected at all degree levels.
		Geographers	15,000	25[2]	Employment expected to grow about as fast as average. Advanced degree holders likely to face keen competition for academic positions, but good prospects in nonacademic areas. Bachelor's degree holders will face competition.
		Geologists	34,000	26–33	Employment expected to grow faster than average as domestic mineral exploration increases. Good opportunities for persons with degrees in geology.
		Geophysicists	12,000	26–33	Employment expected to grow faster than average as petroleum and mining companies use increasingly sophisticated exploration techniques. Good opportunities for graduates in geophysics or related areas.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Meteorologists	4,000	8[2]	Employment expected to increase more slowly than average. Job prospects highly dependent upon future levels of Federal funding for meteorological research. Favorable opportunities for persons with advanced degrees in meteorology. Others are expected to face competition.
		Oceanographers	2,800	17[2]	Although employment expected to grow about as fast as average, competition for openings is likely. Best opportunities for persons who have a Ph.D.; those who have less education may be limited to research assistant and technician jobs.
		Physicists	37,000	9–14	Although employment will grow more slowly than average, very good job opportunities are expected for persons with advanced degrees in physics. Persons with only a bachelor's degree will face competition for jobs as physicists, but should have favorable prospects for jobs as engineers, computer scientists, and technicians.
	Life scientists	Biochemists	16,000	20[2]	Employment expected to grow as fast as average due to the commercialization of recent advances in biochemical research. Favorable opportunities for advanced degree holders.
		Food technologists	15,000	14[2]	Employment expected to grow more slowly than average due to slow growth of the food processing industry.
		Foresters	30,000	9–14	Employment expected to grow more slowly than average. Applicants are likely to face competition. Job prospects are better for persons with advanced degrees.
		Agricultural and biological scientists	125,000	17–20	Employment expected to grow as fast as average due to increasing expenditures for medical and agricultural research. Good opportunities for persons with advanced degrees.
		Range managers	4,000	26[2]	Employment expected to grow about as fast as average as use of rangelands for grazing, recreation, and wildlife habitats increases.
		Soil conservationists	5,000	3[2]	Little change in employment expected. Job prospects are better in nongovernment organizations than in government agencies.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
SOCIAL SCIENTISTS, SOCIAL WORKERS, RELIGIOUS WORKERS, AND LAWYERS	Lawyers	Lawyers	425,000	25–39	Employment expected to grow faster than average as demand for legal services increases. Keen competition is likely for salaried positions. Best prospects for establishing new practices will be in small towns and expanding suburbs.
	Social scientists and urban planners	Anthropologists	7,200	23[2]	Employment expected to increase about as fast as average. Nearly all new jobs will be in nonacademic areas. Even persons with a Ph.D. in anthropology can expect keen competition.
		Economists	44,000	26–32	Employment expected to grow faster than average. Master's and Ph.D. degree holders may face keen competition for academic positions but can expect good opportunities in nonacademic areas, particularly for those trained in quantitative methods. Persons with bachelor's degrees likely to face keen competition.
		Historians	20,000	−9[2]	Employment expected to decline. Keen competition is anticipated, particularly for academic positions. Best opportunities for Ph.D.'s with a strong background in quantitative research methods.
		Market research analysts	29,300	(3)	Employment expected to grow faster than average as demand for new products stimulates marketing activities. Best opportunities for applicants with graduate training in marketing research or statistics.
		Political scientists	15,000	14[2]	Employment expected to increase more slowly than average. Keen competition likely, especially for academic positions. Best opportunities for advanced degree holders with training in applied fields such as public administration or public policy.
		Psychologists	106,000	22–27	Employment expected to grow as fast as average. Graduates face increasing competition, particularly for academic positions. Best prospects for doctoral degree holders trained in applied areas, such as clinical, counseling, health, and industrial psychology.
		Sociologists	21,000	6–8	Employment expected to grow more slowly than average. Ph.D.'s face competition, particularly for academic positions. Best opportunities for Ph.D.'s trained in quantitative research techniques. Very keen competition below Ph.D. level.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Urban and regional planners	23,000	28–31	Employment expected to grow faster than average due to increasing demand for environmental, economic, and energy planning. Best job prospect for applicants who are willing to relocate, especially to small towns or rural areas.
	Social and recreation workers	**Social workers**	345,000	20–24	Employment expected to increase as fast as average. Keen competition in areas with many schools of social work. Best opportunities in rural areas and in areas with rapid employment growth. Best prospects for holders of graduate degrees.
		Recreation workers	135,000	17–23	Employment expected to grow as fast as average as leisure time increases. Keen competition for jobs in public agencies.
	Religious workers	**Protestant ministers**	230,000	(3)	Competition is expected for positions in individual congregations. Some ministers will find work in youth, family relations, and welfare programs and as chaplains in hospitals, universities, correctional institutions, or the Armed Forces.
		Rabbis	3,000	(3)	Favorable job prospects expected for reform, reconstructionist, and conservative rabbis. Orthodox rabbis are expected to encounter keen competition.
		Roman Catholic priests	58,000	(3)	Shortage of priests as supply of seminary graduates fails to keep pace with growing Catholic population.
TEACHERS, LIBRARIANS, AND COUNSELORS		**College career planning placement counselors**	5,000	(3)	Little change expected in employment as declining enrollments and budget constraints force colleges to limit student services. Keen competition is likely.
		College and university faculty	691,000[5]	−9[2]	Employment expected to decline due to decreasing enrollments and budgetary constraints. Keen competition in all but a few disciplines, and many of the available openings will be part-time or short term. Good job prospects for engineering and computer science faculty.
		Cooperative extension service workers	14,000	(3)	Need for people trained in education and communications will lead to some growth.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Employment counselors	3,600	(3)	Employment highly dependent on public funding. Applicants likely to face keen competition in both public and private employment agencies.
		Kindergarten and elementary school teachers	1,600,000	18–19	Employment expected to grow as fast as average. Job prospects may improve in the late 1980's due to rising enrollments in lower grades. Outlook for qualified elementary school teachers is likely to be good unless the number of job seekers increases.
		Librarians	135,000	3–5	Little change expected in employment in school, public, and academic libraries due to declining enrollments and budget constraints. Keen competition for jobs. Best opportunities for librarians with scientific or technical qualifications.
		Rehabilitation counselors	25,000	(3)	Employment growth depends upon government funding for vocational rehabilitation agencies. Some openings are expected with insurance companies and consulting firms.
		School counselors	53,000	0[2]	Little change expected in employment due to sharply declining enrollments in secondary schools.
		Secondary school teachers	1,237,000	−14[6]	Keen competition expected due to sharply declining enrollments coupled with a continued oversupply of new college graduates qualified to teach. Generally, favorable opportunities will exist for persons qualified to teach special education, vocational subjects, mathematics, and the natural and physical sciences.
HEALTH DIAGNOSING AND TREATING PRACTITIONERS		Chiropractors	23,000	17–28	New chiropractors may have difficulty establishing a practice due to dramatic increases in number of chiropractic graduates. Best opportunities in small towns and areas with few practitioners.
		Dentists	126,000	23[2]	Employment expected to grow as fast as average due to population growth, increased awareness of importance of dental care, and expansion of prepayment arrangements.
		Optometrists	27,000	21–31	Employment expected to grow as fast as average due to increase in population and greater recognition of importance of good vision. Employment prospects will be favorable.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Physicians and osteopathic physicians	424,000	32[2]	New physicians should have little difficulty in establishing practices in most areas, although in other areas an over-supply of physicians is evident.
		Podiatrists	12,000	32–44	Employment expected to grow faster than average as expanding population demands more health services. Opportunities for graduates to establish new practices or to enter salaried positions should be favorable.
		Veterinarians	36,000	31–43	Employment expected to grow faster than average. New veterinarians may face competition in some areas.
REGISTERED NURSES, PHARMACISTS, DIETITIANS, THERAPISTS, AND PHYSICIAN ASSISTANTS		**Dietitians**	44,000	38–46	Employment expected to grow faster than average in response to increasing concern for proper nutrition and food management. Favorable full- and part-time opportunities for those having a bachelor's degree in foods and nutrition or institution management and the necessary clinical experience.
		Occupational therapists	19,000	63–71	Employment expected to increase much faster than average due to growth of occupational therapy programs. Job prospects should be favorable.
		Pharmacists	141,000	10–20	Employment expected to grow as fast as average due to aging of the population and increasing use of pharmacists in health care institutions. Employment prospects generally favorable, but keen competition is expected in some areas.
		Physical therapists	34,000	51–59	Employment expected to grow much faster than average because of increased public concern for rehabilitation services. Job prospects expected to be excellent.
		Physician assistants	9,500	(3)	Although demand for new graduates currently is strong, the expected increase of physicians and legislative restrictions on the use of physician assistants may slow future employment growth.
		Registered nurses	1,105,000	40–47	Employment expected to grow faster than average. Favorable job prospects expected in rural and big city hospitals. Competition may exist in suburban hospitals and in areas with many training facilities.

Notes appear at the end of the table.

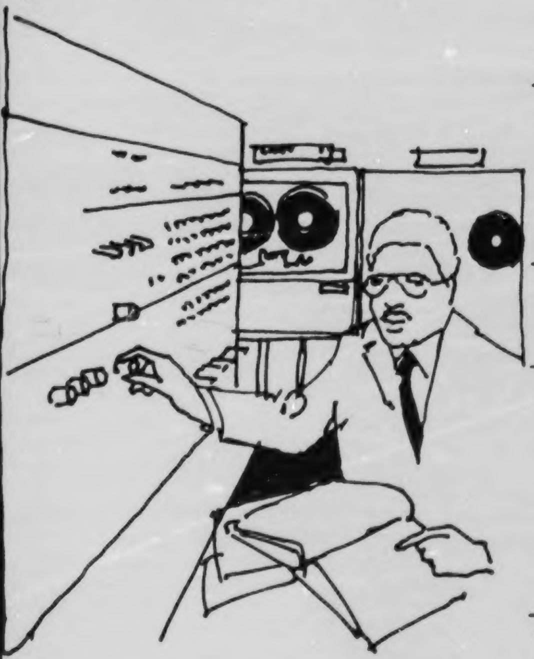
Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Respiratory therapy workers	50,000	52[2]	Employment expected to grow much faster than average due to new applications of respiratory therapy in treating diseases. Job opportunities should be excellent for graduates of accredited programs.
		Speech pathologists and audiologists	35,000	47–50	Employment expected to increase faster than average due to growing public concern over speech and hearing disorders. Persons with only a bachelor's degree will face keen competition for jobs.
HEALTH TECHNOLOGISTS AND TECHNICIANS		Dental hygienists	36,000	67[2]	Employment expected to grow much faster than average because of expanding population, growing awareness of importance of regular dental care, and increases in dental insurance coverage. Job prospects expected to be very good.
		Electrocardiograph technicians	20,000	33–39	Employment expected to grow faster than average due to use of electrocardiographs to diagnose heart diseases and to examine older patients. Best opportunities for those with postsecondary school training.
		Electroencephalographic technologists and technicians	5,000	37–44	Employment expected to grow faster than average due to use of EEG's in surgery and in diagnosing and monitoring patients with brain disease. Best job prospects for registered technologists and those with formal training.
		Emergency medical technicians	120,000	17[2]	Employment expected to grow about as fast as average as more communities switch from volunteer to professional ambulance services. Competition should be keen for public sector jobs.
		Licensed practical nurses	550,000	42[2]	Employment expected to grow faster than average as population increases and demand for health care rises. Job prospects are very good.
		Medical laboratory workers	205,000	35–43	Employment expected to grow faster than average due to the important role of medical laboratory tests in the diagnosis and treatment of disease.
		Medical records technicians and clerks	55,000	46[2]	Employment expected to grow faster than average due to increased paperwork in hospitals and other health facilities. Job prospects for graduates of approved programs will be excellent.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Radiologic (X-ray) technologists	106,000	36–43	Employment expected to grow faster than average as new uses are found for X-ray equipment in the diagnosis and treatment of disease. Employment prospects generally favorable, but applicants in some areas may face competition.
		Surgical technicians	31,500	39–45	Employment expected to increase faster than average due to increased number of operations and technicians' assumption of routine nursing tasks in operating rooms. Graduates of postsecondary school training programs will have the best job opportunities.
WRITERS, ARTISTS, AND ENTERTAINERS	**Communications occupations**	**Public relations workers**	87,000	18–26	Employment expected to grow about as fast as average as corporations, associations, medical centers, and other large organizations expand public relations efforts. Competition for jobs likely to be keen.
		Radio and television announcers and newscasters	51,000	28–34	Employment expected to increase faster than average as new stations are licensed and as cable television stations do more of their own programming. Keen competition likely for openings, however. Best prospects in small cities.
		Reporters and correspondents	57,000	22–32	Employment expected to grow about as fast as average. Best opportunities on newspapers and magazines in small towns and suburbs and for graduates who have specialized in news-editorial studies and completed an internship.
		Writers and editors	110,000	19–29	Employment expected to grow as fast as average due to increased demand for salaried writers in publishing, communications, advertising, and other industries. Keen competition expected to continue. Best job prospects in technical writing and in preparing business and trade publications.
	Design occupations	**Commercial and graphic artists and designers**	120,000	2–11	Keen competition expected to continue in field. Those with above-average talent and skills will be in demand.
		Display workers	26,000	19–27	Employment expected to grow as fast as average because of the popularity of visual merchandising—the use of merchandise to decorate stores. Best prospects for those with artistic talent and some college background.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Floral designers	56,000	10[2]	Employment expected to grow more slowly than average as floral outlets in supermarkets increase and people buy more loose flowers rather than arrangements.
		Industrial designers	13,000	10[2]	Employment expected to grow more slowly than average due to fewer design changes in household products, automobiles, and industrial equipment.
		Interior designers	35,000	25[2]	Increasing use of design services in business establishments and homes expected to cause employment to grow about as fast as average. Competition for jobs is likely, however. Best opportunities for talented college graduates in interior design and graduates of professional interior design schools.
		Photographers	91,000	14–24	Employment expected to grow about as fast as average. Portrait and commercial photographers likely to face keen competition. Good opportunities in areas such as law enforcement and scientific and medical research photography.
	Performing artists	**Actors and actresses**	21,000	19–26	Employment expected to grow faster than average, but overcrowding in this field will persist.
		Dancers	6,500	21[6]	Although employment expected to grow about as fast as average, applicants are likely to face keen competition for jobs.
		Musicians	138,000	16–20	Although employment is expected to grow as fast as average, job competition will be keen.
		Singers	19,000	11–19	Employment expected to grow more slowly than average. Applicants likely to face keen competition for jobs.
TECHNOLOGISTS AND TECHNICIANS, EXCEPT HEALTH		**Air traffic controllers**	29,000	16–19	Although employment expected to grow about as fast as average, applicants likely to face keen competition for jobs. Best opportunities for college graduates and those with experience as controllers, pilots, or navigators.
		Broadcast technicians	17,000	13–18	Employment expected to increase about as fast as average as new radio and television stations are licensed and as cable television stations broadcast more of their own programs. Job competition is keen, however, and prospects are best in small cities.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Drafters	322,000	28–39	Employment expected to grow faster than average due to industrial growth and increasing complexity of design problems. Best prospects for those with associate degrees or training in computer-aided drafting.
		Engineering and science technicians	885,000	24–33	Employment expected to grow faster than average as more technicians will be needed to assist growing number of engineers and scientists. Favorable job opportunities, particularly for graduates of postsecondary school training programs.
		Legal assistants	36,000	109–139	Employment expected to grow much faster than average as the use of legal assistants to improve legal services increases. Best prospects for persons with formal legal assistant training.
		Library technicians and assistants	154,000	3–4	Little change expected in employment. Best job prospects in special libraries.
		Programmers	228,000	49–60	Employment expected to grow much faster than average as computer usage expands, particularly in accounting, business management, data processing services, and research and development. Brightest prospects for college graduates with degree in computer science or related field.
		Technical writers	25,000	26–36	Employment expected to grow faster than average due to continuing need to communicate the rapidly growing volume of scientific and technical information. Best opportunities for persons with both writing ability and scientific or technical background.
MARKETING AND SALES OCCUPATIONS		Advertising workers	100,000[7]	(3)	Employment expected to grow due to increased number of products and services advertised.
		Automobile parts counter workers	105,000	18–28	Employment expected to grow about as fast as average due to increasing demand for accessories and replacement parts.
		Automobile sales workers	157,000	26–36	Employment expected to grow faster than average as demand for automobiles increases. Job openings may fluctuate, however, because sales are affected by changing economic conditions.



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Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Cashiers	1,600,000	28–36	Plentiful job opportunities expected as employment grows faster than average and replacement needs remain high. However, widespread adoption of automatic checkout systems could slow future growth.
		Insurance agents and brokers	325,000	22–29	Employment expected to grow as fast as average as insurance sales expand.
		Manufacturers' sales workers	440,000	15–24	Employment expected to grow about as fast as average. Good opportunities for persons with product knowledge and sales ability.
		Models	60,000	(3)	Employment expected to increase due to rising advertising expenditures and greater sales of clothing and accessories. Nevertheless, because the glamour of modeling attracts many persons, competition for openings should be keen.
		Real estate agents and brokers	580,000	34–46	Employment expected to rise faster than average in response to growing demand for housing and other properties. However, field is highly competitive. Best prospects for college graduates and transfers from other sales jobs.
		Retail trade sales workers	3,300,000	19–27	Employment expected to grow as fast as average. High turnover should create many openings for full-time, part-time, and temporary workers.
		Securities sales workers	63,000	26–44	Employment expected to grow faster than average as economic growth and rising personal incomes increase the funds available for investment.
		Travel agents	52,000	43–52	Employment expected to grow faster than average. Because travel expenditures often depend on business conditions, job opportunities are very sensitive to economic changes.
		Wholesale trade sales workers	1,100,000	19–30	Employment expected to grow about as fast as average as wholesalers sell wider variety of products and improve customer services. Good opportunities for persons with product knowledge and sales ability.

Job Outlook

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
ADMINISTRATIVE SUPPORT OCCUPATIONS, INCLUDING CLERICAL		**Airline reservation and ticket agents**	86,000	0–7	Little change expected in employment as airlines use computers to process reservations, keep records, and perform other routine tasks. Keen competition expected.
		Bank clerks	1,000,000	26–32	Employment expected to grow faster than average as banking services expand. Employment growth will differ markedly among individual clerical occupations.
		Bank tellers	480,000	25–29	Employment expected to grow faster than average as banks expand services. Opportunities for both full-time and part-time positions should be good.
		Bookkeepers and accounting clerks	1,700,000	15–24	Employment expected to grow as fast as average. Due to high replacement needs, job opportunities are expected to be numerous.
		Claims representatives	210,000	39–43	Employment expected to grow faster than average due to increasing insurance claims.
		Collection workers	89,000	22–34	Employment expected to grow about as fast as average as increasing use of credit results in a greater number of delinquent accounts. Good job opportunities for aggressive and personable people.
		Computer operating personnel	558,000	22–30	Employment of console and peripheral equipment operators expected to rise faster than average as use of computers expands. Employment of keypunch operators expected to decline, however, due to more efficient direct data entry techniques.
		Hotel front office clerks	80,000	15–30	Employment expected to grow as fast as average. The use of computerized reservation systems may limit growth.
		Mail carriers	250,000	−18[2]	Employment expected to decline due to rising productivity and to falling mail volume as businesses increase their use of electronic communications and private delivery systems.
		Postal clerks	265,000	−29[2]	Employment expected to decline due to increasing automation of mail processing.
		Receptionists	635,000	22–31	Employment expected to grow faster than average as business, personal, and professional services expand.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Secretaries	2,500,000	28–37	Employment expected to grow faster than average. Job prospects should be excellent with good opportunities for part-time and temporary work.
		Stenographers	280,000	−2 to −8	Employment expected to decline; however, demand should be strong for court reporters.
		Teacher aides	415,000	18–20	Employment expected to rise as fast as average as enrollments in the lower grades rise. Continued emphasis on special education will also increase demand for aides.
		Telephone operators	340,000	4–15	Employment expected to grow more slowly than average due to introduction of new technology.
		Typists	1,100,000	18–25	Employment expected to grow as fast as average as business expansion increases the amount of paperwork. Replacement needs will remain high. Demand particularly strong for typists who can handle a variety of office duties and operate word-processing equipment.
SERVICE OCCUPATIONS	Protective service occupations	Correction officers	103,000	47–49	Employment expected to increase faster than average as correctional facilities expand and additional officers are hired to provide closer supervision of inmates.
		FBI special agents	8,000	(3)	Employment expected to rise as FBI responsibilities grow. Few replacement needs because of low turnover.
		Firefighters	275,000	17–19	Employment expected to increase about as fast as average as need for fire protection grows and professionals replace volunteers. Keen competition for jobs in urban areas; better opportunities in smaller communities.
		Guards	650,000	23–34	Employment expected to grow as fast as average due to increased concern over crime and vandalism. Best opportunities in guard and security agencies and on night shifts.
		Police officers	495,000	17–19	Employment expected to rise about as fast as average as law enforcement needs increase. Keen competition expected with best prospects for applicants with some college training in law enforcement.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		State police officers	55,000	13–15	Employment expected to grow more slowly than average due to tight budgets. Competition for jobs expected in most States.
	Food and beverage preparation and service occupations	Bartenders	382,000	19–26	Employment expected to increase as fast as average as many new restaurants, hotels, and bars open.
		Cooks and chefs	1,100,000	22–28	Employment expected to increase as fast as average as population grows and people dine out more. Most starting jobs are available in small restaurants, school cafeterias, and other eating places where food preparation is relatively simple.
		Food counter workers	426,000	48[2]	Employment expected to grow faster than average due to increasing business in eating places. Job openings will be plentiful.
		Meatcutters	190,000	11–18	Employment expected to grow more slowly than average because of practice of cutting and wrapping meat for several stores at one location.
		Waiters and waitresses	1,700,000	21–28	Employment expected to grow about as fast as average as restaurant business increases. Job openings should be plentiful.
		Waiters' assistants and kitchen helpers	1,120,000	28–35	Employment expected to increase faster than average as restaurant business increases. Plentiful job openings expected due to high turnover. Many opportunities for students in part-time jobs.
	Health service occupations	Dental assistants	140,000	38–42	Employment expected to grow faster than average as dentists increasingly use chair-side assistants. Excellent opportunities for full- and part-time jobs.
		Medical assistants	90,000	29–37	Employment expected to grow faster than average due to increase in number of physicians. Excellent opportunities for graduates of formal training programs.
		Occupational therapy assistants	8,500	53[2]	Employment expected to grow much faster than average in response to continued public support for rehabilitation programs. Opportunities for graduates of approved programs should be favorable.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Optometric assistants	18,000	33[2]	Employment expected to grow faster than average as demand for eye care services increases and more optometrists hire assistants. Excellent opportunities for persons who have completed postsecondary school training.
		Physical therapist assistants	11,500	52[2]	Employment expected to increase much faster than average as demand for rehabilitation services continues to grow. Job prospects excellent for graduates of accredited training programs.
	Cleaning and building service occupations	Hotel housekeepers and assistants	18,000	23–39	Employment expected to grow faster than average. Best opportunities in newly built hotels and motels.
	Personal service occupations	Barbers	112,000	7–22	Employment expected to grow more slowly than average. Best job prospects for hair-stylists.
		Bellhops and bell captains	21,000	5–18	Employment expected to increase more slowly than average because of increasing popularity of economy motels. Best opportunities in motels, small hotels, and resort areas open only part of the year.
		Cosmetologists	515,000	14–29	Employment expected to grow about as fast as average as demand for beauty shop services rises. Opportunities for part-time work should be very good.
		Flight attendants	56,000	15–22	Employment expected to grow about as fast as average as airline travel increases. Competition for jobs likely to be keen.
AGRICULTURAL AND FORESTRY OCCUPATIONS		Farm occupations	2,689,000	−10 to −19	Employment expected to decline due to use of more and better machinery, feeds, fertilizers, and pesticides. Job prospects better in agricultural service occupations.
		Forestry technicians	15,000	28[2]	Although employment expected to increase about as fast as average, keen competition for jobs is anticipated.
MECHANICS AND REPAIRERS	Vehicle and mobile equipment mechanics and repairers	Aircraft mechanics	109,000	15–22	Employment expected to grow as fast as average. Good opportunities in general aviation; keen competition for airline jobs; opportunities in Federal Government dependent upon military spending.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Automobile body repairers	150,000	23–31	Employment expected to increase as fast as average due to growing numbers of vehicles and traffic accidents.
		Automobile mechanics	845,000	24–33	Employment expected to increase faster than average due to growing number of automobiles. Job opportunities will be plentiful.
		Farm equipment mechanics	25,000	21–31	Employment expected to increase about as fast as average as more complex farm equipment requires greater maintenance. Best opportunities for persons familiar with farms and farm machinery.
		Truck mechanics and bus mechanics	175,000	24–31	Employment of truck and bus mechanics expected to grow as fast as average due to the increased number of trucks and buses in use.
	Electrical and electronic equipment repairers	Appliance repairers	77,000	16–29	Employment expected to grow about as fast as average due to increasing use of appliances as population and incomes rise.
		Central office craft occupations	85,000	−6 to −7	Employment expected to show little growth and may decline as more efficient electronic switching systems replace electromechanical ones.
		Central office equipment installers	25,000	−10[2]	Employment expected to decline as most new central office equipment is manufactured in components that come partially assembled.
		Computer service technicians	83,000	93–112	Employment expected to grow much faster than average as more computer equipment is used. Very good opportunities for persons with postsecondary school training in electronics.
		Electrical sign repairers	16,000	(3)	Employment expected to increase due to need to maintain growing number of electric signs.
		Line installers and cable splicers	70,000	5–19	Little change in employment is expected as technological improvements limit growth. Employment may increase, however, if modernization programs are accelerated.
		Telephone and PBX installers and repairers	130,000	15–30	Employment expected to increase about as fast as average due to growing number of telephones and PBX and CENTREX systems.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Television and radio service technicians	83,000	31–43	Employment expected to grow faster than average as number of home electronic products such as television sets, video games, radios, phonographs, and tape recorders increases.
	Other mechanics and repairers	**Air-conditioning, refrigeration, and heating mechanics**	179,000	20–29	Employment expected to increase about as fast as average. Beginning mechanics may face competition for the highest paying jobs. Graduates of training programs that emphasize hands-on experience will have the best opportunities.
		Business machine repairers	55,000	60–74	Employment expected to grow much faster than average as number of machines increases. Employment prospects will be good.
		Elevator constructors	17,500	17–23	Employment expected to grow about as fast as average as number of high-rise apartments and commercial buildings increases.
		Industrial machinery repairers	507,000	17–26	Employment expected to grow as fast as average due to the need to maintain complex machinery used increasingly in manufacturing, coal mining, oil exploration, and other industries.
		Millwrights	91,000	19–26	Employment expected to increase about as fast as average due to construction of new plants, improvements in existing plants, and installation and maintenance of increasingly complex machinery.
		Piano and organ tuners and repairers	12,000	0[2]	Little change expected in employment. Opportunities for trainee jobs are best for individuals with work experience or vocational training.
		Pinsetter mechanics	6,500	0–6	Little change expected in employment due to limited growth in number of bowling centers.
		Vending machine mechanics	13,500	4–14	Employment expected to grow more slowly than average despite more vending machines being put in service.
		Watch repairers	12,000	1–13	Although employment expected to grow more slowly than average, trained workers should find jobs readily available. Opportunities should be good for persons trained in repairing electronic watches.

Job Outlook

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
CONSTRUCTION AND EXTRACTIVE OCCUPATIONS	Construction occupations	Bricklayers	154,000	39–50	Employment expected to grow faster than average as more homes, factories, offices, and other structures that use brick are built.
		Stonemasons	9,000	10–18	Employment expected to grow more slowly than average as less expensive building materials replace stone and marble.
		Carpenters	970,000	18–27	Employment expected to grow as fast as average due to increasing construction of new structures and alteration and maintenance of old ones. Carpenters with all-round training will have best prospects.
		Cement masons and terrazzo workers	113,000	37–47	Employment expected to increase faster than average due to growing construction activity and greater use of concrete as a building material.
		Drywall installers and finishers	84,000	34–45	Employment expected to grow faster than average as drywall is increasingly used in place of plaster.
		Electricians	560,000	20–28	Employment expected to increase as fast as average as more electricians are needed to install electrical fixtures and wiring in new and renovated buildings, and to maintain electrical systems used by industry.
		Floor covering installers	106,000	21[2]	Employment expected to increase as fast as average due to expanding construction activity and widespread use of resilient floor coverings and carpeting. Best opportunities for persons able to install carpeting and resilient flooring.
		Glaziers	14,000	20–25	Employment expected to increase as fast as average as demand increases for new residential and commercial buildings.
		Insulation workers	45,400	31–40	Employment expected to grow faster than average as energy saving insulation is installed in homes and businesses.
		Ironworkers	116,000	19–26	Employment expected to increase as fast as average due to growing demand for office and industrial buildings, transmission towers, and other structures.
		Painters	382,000	14–25	Employment expected to grow as fast as average due to increased demand for new buildings and industrial structures.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Paperhangers	21,000	16–28	Employment expected to increase as fast as average due to the continued popularity of wallpaper and vinyl wallcoverings.
		Plasterers	24,000	9–17	Employment will grow more slowly than average as drywall materials are used in place of plaster.
		Plumbers and pipefitters	407,000	20–28	Employment expected to grow about as fast as average as a result of increased construction activity and the need to repair and modernize existing plumbing and piping.
		Roofers	113,000	15–24	Employment expected to grow as fast as average as a result of new construction and the need to repair existing roofs. Demand for dampproofing and waterproofing also will stimulate employment.
		Sheet-metal workers	108,000	20–26	Employment expected to increase as fast as average due to use of air-conditioning and heating ducts and other sheet-metal products in new construction and high demand for more energy-efficient air-conditioning and heating systems in existing buildings.
		Tilesetters	20,000	36–48	Employment expected to increase faster than average as tile is increasingly used in new kitchens, bathrooms, hallways, and recreation areas.
	Extractive occupations	**Coal mining operatives**	58,000	67–91	Employment expected to increase much faster than average due to rising demand for coal from electric utilities, manufacturers, and foreign countries.
PRODUCTION OCCUPATIONS	**Supervisors**	**Blue-collar worker supervisors**	1,300,000	16–25	Employment expected to increase about as fast as average. Large part of increase in nonmanufacturing industries.
	Precision production occupations	**All-round machinists**	303,000	16–29	Employment expected to increase about as fast as average due to growing demand for machined metal parts. Many openings likely in maintenance shops of manufacturing plants.
		Automobile repair service estimators	11,400	25–38	Employment expected to grow faster than average as automobiles increase in number and complexity. Most job openings in large dealerships in heavily populated areas.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Boilermaking occupations	44,000	10–20	Employment expected to increase as fast as average due to construction of electric powerplants and expansion of manufacturing industries.
		Bookbinders and bindery workers	117,000	−4 to −5	Little change in employment due to increasing mechanization of bindery operations. Opportunities will be better for skilled bookbinders than for bindery workers.
		Compositors	128,000	−2 to −10	Employment expected to decline as trend to high-speed phototypsetting and typesetting computers continues. Best prospects for graduates of postsecondary school programs in printing technology.
		Coremakers (foundries)	6,200	6–9	Employment expected to increase more slowly than average as growing use of machine coremaking limits the need for additional workers.
		Dental laboratory technicians	53,000	29–49	Employment expected to grow faster than average due to expansion of dental prepayment plans and increasing number of older persons who require dentures. Excellent opportunities for graduates of approved programs.
		Dispensing opticians	18,000	37–52	Employment expected to increase faster than average as demand for corrective lenses rises. Opportunities should be excellent for persons with an associate degree in opticianry.
		Furniture upholsterers	35,000	3–15	Employment expected to increase more slowly than average as people buy new furniture instead of reupholstering the old.
		Instrument makers (mechanical)	4,300	18–33	Employment expected to grow about as fast as average in response to the need for new and custom-made instruments. Labor-saving innovations may limit growth somewhat.
		Jewelers	28,000	16–27	Employment expected to grow about as fast as average as the demand for jewelry and jewelry repair increases.
		Lithographers	45,000	31–42	Employment expected to increase faster than average in response to continued growth of offset printing. Best job prospects for graduates of postsecondary school programs in printing technology.

[1] Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Molders (foundries)	24,000	6–9	Employment expected to increase more slowly than average. Although large demand likely for metal castings, labor-saving innovations will slow employment growth.
		Ophthalmic laboratory technicians	27,000	12–24	Employment expected to grow about as fast as average as increased demand for corrective lenses is offset by higher productivity due to technological innovations. Graduates of postsecondary school training programs will have the best job opportunities.
		Patternmakers (foundries)	3,000	6–9	Employment expected to grow more slowly than average. Use of durable metal patterns will offset increases in foundry production.
		Photographic process workers	77,000	6–16	Employment expected to grow more slowly than average due to use of automated processing equipment.
		Shoe repairers	16,000	12–17	Employment expected to grow more slowly than average. Job prospects should be very good because of replacement needs. Because training is difficult to obtain, many openings are not filled.
		Tool-and-die makers	166,000	8–24	Employment expected to grow more slowly than average as advances in tool making processes limit growth. Because of a shortage of experienced workers, excellent job opportunities expected.
	Plant and system operators	Stationary engineers	147,000	11–18	Employment expected to grow more slowly than average, although rising fuel costs will increase the need for engineers to monitor automated systems.
		Waste water treatment plant operators	41,000	5–8	Employment expected to grow more slowly than average due to a slowdown in construction and modernization of treatment plants. Best job prospects for those with formal training.
	Machine operators, tenders, and setup workers	Boiler tenders	62,000	4–8	Little change in employment expected as more boilers are equipped with automatic controls.
		Electrotypers and stereotypers	1,900	–42 to –46	Employment expected to decline due to greater use of offset printing and other labor-saving equipment. Job opportunities will be scarce.

Job Outlook

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
		Forge shop occupations	46,000	5[2]	Although forge shop production should expand considerably, employment is expected to grow more slowly than average as improved forging techniques and equipment allow greater output per worker.
		Machine tool operators	1,020,000	18–21	Employment expected to increase about as fast as average as metalworking industries expand. Although advances in machine tools may affect some jobs, opportunities should be good.
		Photoengravers	10,000	-5 to -3	Little change in employment expected as firms switch from letterpress to offset printing. Job opportunities will be scarce.
		Printing press operators and assistants	178,000	9–17	Employment expected to increase more slowly than average as faster and more efficient presses limit growth. Applicants will face competition for jobs.
		Production painters	108,000	22–34	Employment expected to grow about as fast as average. Although manufacturing output is expected to rise rapidly, increased use of automatic painting processes and other labor-saving innovations will moderate demand.
		Machine tool setup workers	93,000	21–33	Employment expected to increase about as fast as average as demand for machined goods grows. Automatically controlled machine tools may limit need for additional workers.
	Fabricators, assemblers, and hand working occupations	**Assemblers**	1,670,000	19–31	Employment expected to increase as fast as average due to growing demand for consumer products and industrial equipment. Since most jobs are in durable goods industries, however, economic changes and national defense spending often affect job opportunities.
		Automotive painters	41,000	38–44	Employment expected to increase faster than average due to growing number of vehicles and traffic accidents.
		Welders and flamecutters	573,000	22–37	Employment expected to grow as fast as, if not faster than, average due to expansion of metalworking industries. Very good opportunities except in industries where automated welding systems are used.

Notes appear at the end of the table.

Cluster	Subgroup	Occupation	Estimated employment 1980[1]	Range of change in employment 1980–90	Employment prospects
TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS	Motor vehicle operators	Intercity busdrivers	30,000	8–16	Employment expected to grow more slowly than average. Keen competition likely for job openings.
		Local transit busdrivers	97,000	27–29	Employment expected to grow about as fast as average as many cities improve local bus service.
		Local truckdrivers	1,700,000	23–31	Employment expected to increase as fast as average due to growth in amount of freight being shipped. Best opportunities for applicants with a good driving record.
		Long-distance truckdrivers	575,000	23–31	Employment expected to grow as fast as average due to growth in amount of freight being shipped. Keen competition is likely for jobs in this high-paying occupation.
	Other transportation and material moving occupations	Airplane pilots	82,000	15–23	Employment expected to grow as fast as average due to increased air travel. Applicants are likely to face keen competition for available jobs. Best opportunities for ex-military pilots and college graduates with flying experience.
		Merchant marine officers	13,000	4[2]	Little change in employment expected as size of Nation's fleet remains fairly constant. Job prospects good in offshore mineral and oil exploration.
		Merchant marine sailors	24,000	−7[2]	Employment expected to decline as smaller crews operate new ships. Keen competition likely for those openings created by replacement needs.
		Operating engineers (construction machinery operators)	270,000	15–28	Employment expected to grow as fast as average due to increasing construction activity. Job opportunities should be plentiful except during economic downturns.
HELPERS, HANDLERS, EQUIPMENT CLEANERS, AND LABORERS		Construction laborers	1,000,000	22–32	Employment expected to grow about as fast as average due to increasing construction activity. Job openings should be plentiful except during economic downturns.
MILITARY OCCUPATIONS		Military occupations (active duty)	2,100,000	(3)	Although number of jobs in Armed Forces is not expected to increase significantly, opportunities should be excellent.

Notes to "The Brief"

1. Estimates are from the BLS Industry-Occupation Matrix unless otherwise noted.
2. Estimate not from BLS Industry-Occupation Matrix.
3. Estimate not available.
4. Total does not equal sum of individual estimates because all branches of engineering are not covered separately in the *Occupational Outlook Handbook.*
5. Excludes part-time junior instructors.
6. Range less than 1 percent.
7. Includes only employment in advertising.

ACTIVITIES,
SOURCES, RESOURCES
&
SUGGESTED READING

ACKNOWLEDGING OTHERS' CONCERNS

The trainer opens a group discussion of the fact that community attitudes influence our willingness to become a leader. It is important to acknowledge that there will be forces working against AI-AN women achieving and becoming successful. While we can be supportive of one another in a training session, we should be prepared for a variety of questions and criticisms when we return home. The next exercise will assist us to anticipate others' concerns.

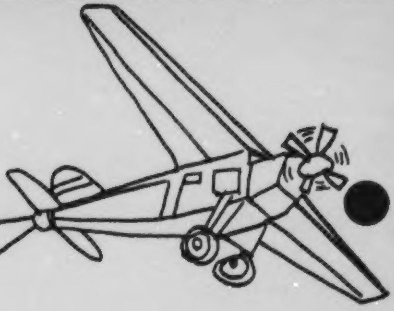
Divide into five small groups, each assigned a particular identity: traditionalists, tribal elected officials, urban center administrators, "progressives", and parents of young AI-AN girls. Each group will brainstorm hypothetical concerns about end objections to teaching leadership skills to AI-AN women and girls, and record them on newsprint. Specifically each group should identify objections to the following:

- Leadership training in general
- AI-AN women and girls in nontraditional jobs
- AI-AN female entrepreneurs
- AI-AN women in politics

A spokesperson for each group reads aloud their list which is taped on the wall. Note overlapping concerns and objections.

The follow-up discussion centers on our need to refer back to these concerns to remind us of actual objections we may have to face after the training. We may also want to address some of the issues/objections when developing an individual action plan. Any positive answers/solutions/responses should be solicited.

YOU ARE YOU-NIQUE



In all the world there is only one you. No one brings the same skills and personality traits as you to a position, particularly when you are working on a nontraditional job. Often in a work setting that is more competitive, one must be ever ready to demonstrate and/or voice one's competence.

List below the many and varied talents and personal characteristics which make you an asset to your tribe, community and company (or prospective employer).

To provide trainees with the opportunity to practice "beating their own drum", the full group will be divided into smaller groups or even dyads. Each trainee will take her turn to share her uniqueness with at least one other.

SEX STEREOTYPED HOUSEHOLD CHORES

Record the tasks you did around the house in the last 2 - 3 days (prior to coming to the training), such as: took garbage out, painted kitchen, cooked, washed car, etc. To the right of each item listed, record an *M* if the task is generally considered a man's task or *W* if it is considered women's work.

TASK	M or F

How many of each did you note? ______________M ______________F

Are any of the tasks you do something you enjoy doing and/or you would consider as a way to earn a living either full or part time? If so, list here. (Samples: interior house painting, catering)

____

____

____

SKILLS ASSESSMENT: A FIRST STEP

Complete the following chart by placing a (✓) by the skills that you possess. Don't be too modest!

Administer
Adjust
Advise
Analyze
Appraise
Arrange
Artistic
Assemble
Carpentry
Chart
Clarify
Compare
Compile
Comprehend
Compute
Calculate
Compose
Conceptualize
Cook
Coordinate
Counsel
Creative Writing
Decision-Making
Decorating
Delegate
Demonstrate
Describe

Detect
Diagnose
Direct
Discuss
Edit
Evaluate
Facilitate
Formulate
Generate
Generalize
Implement
Inform
Initiate
Install
Instruct
Integrate
Interact
Interpret
Interview
Investigate
Layout
Listen
Maintain
Manage
Memorize
Motivate
Negotiate

Observe
Order
Organize
Paraphrase
Perceive
Perform
Persuade
Plan
Prepare
Process
Promote
Record
Resolve
Research
Review
Sell
Sew
Solve
Speak
Study
Summarize
Supervise
Survey
Synthesize
Test
Train
Transcribe
Translate

Total the number of check marks (✓). If you have more than 10, you are a "skilled" person. Continue the exercise on the next page to translate these skills into work-related experience.

SKILLS ASSESSMENT: STEP TWO

1. List all of your educational experience, including workshops, seminars, adult education courses, etc.

2. List your hobbies, pastimes and interests.

3. List every job you've ever held. Include officer roles in organizations, committee positions and any volunteer work in addition to work experience.

4. Examine items listed in 1, 2, and 3 in terms of what it taught you, e.g., skills and knowledge. Refer to the skill assessment survey to make sure you haven't overlooked any.

5. List any special activities you've handled successfully--projects, achievements, crises or tests.

6. List any technical or behavioral skills used to do the above.

7. Describe in work-related terms the skills, knowledge, and achievements you've written so far.

8. Now group related terms together and you will begin to see a pattern developing which outlines your experience in work-related areas.

9. Continue to refine your list to reflect experiences which best reflect your ability to succeed in the position you want.

Continue this exercise by completing the next page.

SKILLS ASSESSMENT: STEP THREE

Choose a nontraditional job that the preceding chapter identified which you might like to pursue.

1. What are the requirements? (Check the "Job Outlook Review in Brief," provided at the end of the chapter).

2. Is this an occupation that is expected to grow in the '80s?

3. Does your tribe need an individual trained in this area?

4. Is this a profession that could provide expertise for your community that is not presently available to Indian people?

Next, turn to the "Nontraditional Careers" section of the appendix at the end of the manual and review the three types of resumes that are spotlighted.

1. Choose a format that would best suit the nontraditional job you selected above.

2. Use the skills that you identified in the skills assessment worksheet ("A First Step") which you could use in this profession.

3. What additional training or experience would you need before you could apply for the job?

4. Identify a training center/school nearby that provides the training you need. (Would your tribe provide financial help for you to pursue this career? Would the BIA? Could you attain the training you need through apprenticeship or internships?

Choose another nontraditional field and complete the same steps using another resume format from the appendix.

NONTRADITIONAL SKILLS INVENTORY

Among your many talents and skills, which of them are considered for women? List as many as you can think of. (Samples: working on cars, working with large animals.) Would you consider turning any of these skills into a possible job? If yes, describe what job you would create for yourself.

NONTRADITIONAL TALENT/SKILL	JOB POSSIBILITY?

HOW'S YOUR PHYSICAL STAMINA?

It is valuable to consider the influence your good physical condition could have on nontraditional job opportunities.

What special physical attributes do you have? ____________________

____

____

____

What athletic activities do you engage in? ______________________

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How good are you? Could you teach others? Can you compete?

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List jobs you might be interested in that require special physical stamina.

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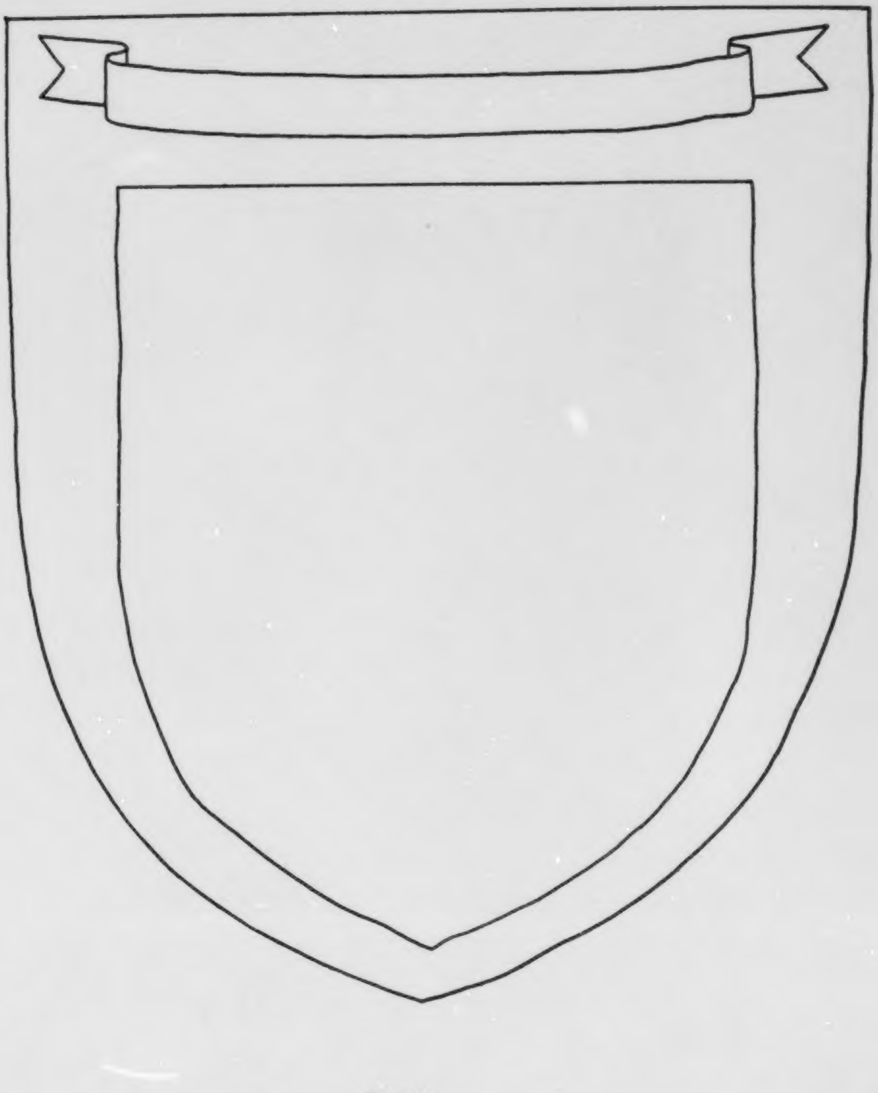
APPLAUSE: Rewarding Yourself

YOU ARE RECEIVING AN AWARD FOR YOUR WORK TOWARD ELIMINATING SEX STEREOTYPING IN OCCUPATIONS. IS THIS A PRESENT OR FUTURE AWARD? FILL IN THE PLACQUE WITH THE FOLLOWING INFORMATION: TITLE OF AWARD, DATE, WHO AWARDED IT, WHERE IT WAS PRESENTED AND WHAT YOUR EXACT ACTIVITIES WERE/ARE THAT BROUGHT ATTENTION TO YOUR WORK.



NONTRADITIONAL CAREERS
AFFIRMATIONS

An affirmation is a strong positive statement. Repeating affirmations silently or aloud or in writing on a regular basis aids us to begin to replace old unconstructive thoughts about ourselves or a condition in our lives with more positive ideas. Use the following affirmations and/or write your own.

1. I have the perfect, satisfying job.
2. I receive universal support for my nontraditional career goals.
3. My work relationships grow happier and more fulfilling every day.
4. I am a powerful, creative being.
5. I now receive cooperation and assistance from people.
6. My body functions perfectly.
7. Perfect vitality is mine.
8. I now have a satisfying income of $________________ each month.
9. My income now exceeds my expenses.
10. I give thanks for my life of perfect health and personal expression.

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Resources for Further Information on Nontraditional Careers

American Association for the Advancement of Science (AAAS)
Project on Native Americans in Science
Office of Opportunities in Science
1776 Massachusetts Ave., N.W.
Washington, D.C. 20036
(202) 467-5438

Provides information and referral on linkage with science projects around the co-ntry. Established one of the first projects designed to explore the involvement of American Indians in science and to try to outline remedies to address underrepresentation of minorities in science-related activities.

American Indian Science and Engineering Society (AISES)
35 Porter Avenue
Naugatuck, Connecticut 06770
Contact: Mark Anderson
(203) 723-1464

This organization hopes to help increase the number of Indian people with training in science and engineering tenfold by the year 2000. The group provides forum for student chapters around the country and convenes an annual convention. They also provide contact for scholarships and resources.

Americans for Indian Opportunity (AIO)
1140 Connecticut Avenue, N.W. Suite 310
Washington, D.C. 20036
(202) 463-8635

Continues to publish excellent materials concerning natural resource development and environmental protection concerns. Publishes a review of current Indian environmental concerns, "Red Alert." Publications include You Don't Have to be Poor to be Indian, Messing with Mother Nature Can Be Hazardous to Your Health and others.

Council of Energy Resource Tribes
5600 S. Syracuse Circle
Plaza North, Suite 206
Englewood, Colo. 80111
Contact: Woody Corbine
(303) 779-4760

Has sponsored innovative educational programs which encourage and assist Indian students to enter nontraditional fields of math, science and business-related majors. The Tribal Resource Institute in Business, Engineering and Science (TRIBES) was scheduled for summer of 1983 at Colorado College in Colorado Springs, Colo. The eight week program helps to enhance academic skills of recently graduated American Indian high school students interested in the above fields and to introduce these students to rolemodels in industry, tribal leadership and resource development. Participating students earn more than 10 hours of college credit. CERT also provides tuition, room and board for eligible students. This is one of several valuable services offered by CERT education department.

EQUALS
Lawrence Hall of Science
University of California
Berkeley, Calif. 94720
Contact: Nancy Kreinberg, Director
(415) 642-1823

The EQUALS program in mathematics, technology and career education is available because: "Students lose interest and motivation in math as they progress through elementary grades....Young women and minorities often stop taking math as soon as it becomes optional in high school and...Many students have screened themselves out of educational and career options through inadequate math training." The program offers, in-service courses, presentations and workshops, consulting services and other aids designed to upgrade the achievements/involvement of women in science study/professions. Publications include: Spaces: Solving Problems of Access to Careers in Engineering & Science, Math for Girls and Other Problem Solvers, I'm Madly in Love with Electricity and Women Moving Up Resource Directory.

New Mexico Institute of Mining and Technology
New Mexico Tech
Box 3527 CS
Socorro, New Mexico 87801
Contact: Betsy Yost
(505) 835-5846

The institute hosts summer opportunities for American Indian high school students to participate in math and science related programs which will interest them in pursuing technical careers.

The Women's Educational Equity Act (WEEA) Publishing Center
55 Chapel Street
Newton, Mass. 02160
(800) 225-3088 toll free

The most comprehensive source of help for those seeking materials on educational equity publications for women. As shown in the "Suggested for Further Reading" segment, many, many titles are available for women considering nontraditional career counseling. Also of particular help are materials for educators who want to encourage women to enter these careers. Readers are urged to call the Center through the toll-free number and request a free copy of the latest publication catalog. (Available in 1983: "216 Resources for Educational Equity.") The Center is funded, as is this training manual, through Women's Educational Equity Act program, U.S. Department of Education.

Suggestions For Further Reading

Catalyst, Marketing Yourself: The Catalyst Women's Guide to Successful Resumes and Interviews., Catalyst Staff, New York: Bantam Books, 1980.

Gates, Anita. The 90 Most Promising Careers for the '80s, New York, N.Y.: Monarch Press, 1983.

Young women entering the job market for the first time or those considering a career change can try-on several job hats by reading this book. The 90 jobs discussed in this easy to read paperback fall into categories touching all employment bases. Most of the careers were chosen on the basis of their projected rates of growth as forecast by the Bureau of Labor Statistics.

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Technical Education Research Centers (TERC). Time For a Change: A Woman's Guide to Nontraditional Occupations, Cambridge, Massachusetts: 44 Brattle Street, 02138.

TERC also publishes a handbook for establishing programs to recruit train and place women in nontraditional careers.

U.S. Department of Education. "216 Resources for Educational Equity", a catalog, Newton, Massachusetts: WEEA Publishing Center, 46 pp., 1983.

The catalog is free and the educational publications and training courses it lists are affordable and enlightening. Titles are varied and include: Learning From Experience: A Handbook for Adult Women Students, Displaces Homemakers: Vo-Tech Workshop Guide, Off-Campus Experimental Learning for Women: A Model Program, Business Management Training for Rural Women, The Career Shopper's Guide, How Women Find Jobs: A Guide for Workshop Leaders, Sources of Strength: Women and Culture, How High the Sky? How Far the Moon? An Educational Program for Girls and Women in Math and Science, Spatial Encounters, Expanding Your Horizons in Science and Mathematics, Putting It All Together: A Model Program for Women Entering Engineering and MANY MORE!

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ADDENDUM

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Entrepreneurship: On Your Own/For Your Tribe

- I. Overview
- II. On Your Own: Checklist for Going into Business
    - A. Know Ourselves
    - B. Capital Resources
    - C. Business Structure
- III. Marketing: The Key to Success
- IV. Tips from Someone Who's Been There
- V. Business Opportunities: Cottage Industry and Franchising
- VI. Profiles of Indian Women Businesses
- VII. For Your Tribe: Economic Development from Within
    - A. You Don't Have to Be Poor to Be Indian
- VIII. Barriers to Indian Economic Development
- IX. Organizational Considerations of Tribal Economic Development
- X. Profiles of Successful Economic Development Projects
    - A. Rural Setting: The Bell Project
    - B. Urban Setting: Franklin Avenue Shopping Center
- XI. Minority Business Development Agency (MBDA)
    - A. "Greater Wealth" Through Business Development
    - B. MBDA American Indian Projects
- XII. Summary

ENTREPRENEURSHIP:
ON YOUR OWN / FOR YOUR TRIBE

☐ Overview

Up to this point we have examined the dismal situation of Indian women, looked at nontraditional opportunities to change these statistics and reviewed application of leadership skills to these areas. If the lure of nontraditional opportunities doesn't interest us, if we can't find a job, another possiblity to consider is becoming our own boss. Working for ourselves can give us flexibility, independence, a sense of self-worth and quality of life that cannot be found elsewhere. It also demands self-discipline, long-hours, commitment and desire to achieve our vision and some type of capital or assets.

Entrepreneurship may also be applied to Indian community settings. The 1980 Census figures again reveal that American Indians are on the lowest rung of the economic ladder. Most Indian communities exist well below stated poverty levels, some are the poorest areas of the country. To alleviate this situation, many and varied forms of economic development projects have been tried and many have failed due to a variety of reasons. Central to these failures, however, is that cures were applied on the surface without addressing internal dynamics of tribal communities.

This chapter will not present a cure-all for these situations. Purposeful voids are evident and explanations missing to demonstrate the importance of seeking professional, technical assistance and training before venturing into self-employment. Rather, this chapter provides (1) suggestions and hints to consider before venturing into self-employment, (2) profiles of successful Indian women's business and reviews their patterns for success, (3) considerations regarding Indian community economic development and (4) profiles of successful Indian economic development projects in rural and urban settings. Don't be discouraged by the warnings in this chapter; they are based on the premise that the "more we know, the better we'll be prepared."

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☐ On Your Own: Checklist For Going Into Business

Review of the literature for this segment can be summarized into the following points we should consider before attempting to begin a business (don't be surprised at the first one). We must:

- know ourselves
- have capital resources
- define business structure
- know the market

References also pointed to the importance having a professional team working with us--our banker, attorney and accountant.

Let's now examine each point to evaluate ourselves and get an idea of the research needed before starting our own enterprise.

Know Ourselves

Much of the groundwork has been laid if we completed other exercises in the manual to assess our interests and capabilities. In addition, we must honestly ask ourselves if we have the following traits:

- Initiative
- Interpersonal skills
- Leadership capabilities
- Organizational skills
- Diligent worker
- Decision-making skills
- Sincerity
- Commitment
- Good health and energy

If we found ourselves lacking in some areas, then we should probably consider having a partner who has the skills we need.

Capitol Resources

Many of us may not be able to get beyond this step for we lack money needed to begin a business. Going to a banker for money can be a frightening experience. Not too long ago, women--especially single women-- were seldom considered viable candidates for loans. Married women needed co-signatures from their husbands. New sex discrimination laws, however, have opened the way for many women to obtain loans. The banker will consider our credit rating, assets and ability to repay the loan. The more we know about the types of loans available, the more we may be able to work with the banker to access it. We should evaluate if we need a short-term (payable in 90 days) or a long-term loan (up to 10 years to repay). Types of lending plans for commercial enterprises offered by banks include:

- Straight Commercial Loans
- Installment Loans
- Term Loans
- Bill or Notes Receivable
- Warehouse Receipt Loans
- Equipment Loans
- Collateral Loans

If the bank determines lending us money will be too much of a risk for its investment, there are other sources to approach for help. Some of these include the Small Business Administration, private capital, veterans administration, insurance companies, commercial investment companies and leasing firms.

Our bank loan officer may suggest we work with the Small Business Administration (SBA) which, by far, has been most helpful to women entrepreneurs. A woman-owned business is defined by the SBA as a "business that is at least 51 percent owned by a woman or women who also control and operate it." In 1977, new initiatives were created to expand opportunities for women. The action has proved significant. In 1978, it was estimated that over 402,000 businesses were owned by women. In 1983, that estimate is now between 3.5 and 3.7 million (or 25 percent) enterprises headed by women. Figures for Indian women are not available as the following will explain.

For Indian women, the best route to take with the SBA is to apply for loans as an Indian minority member. The SBA has special programs to assist members of minority groups (Black Americans, Spanish Americans, American Indians, Asian Americans, Eskimos and Aleuts) who want to start small businesses or expand existing ones. In this effort, the SBA has combined its own programs with those of private industry, banks, local communities and federal agencies. Breakdowns are not available for Indian women business owners receiving monies in this classification.

Cris Pierce (Oneida) with the United Indian Development Association, stated "More services are provided to individuals as Indians than are available under the designation of 'woman.' UIDA has not come across one case where an Indian woman has used the services offered to women over those for minorities." This may account for the reason that only 52 AI-AN women out of 5,699 given, received loans for women in 1978. Funds for these amounted to over $4 million, however.

Pierce added that problems in securing a loan from SBA may occur if an Indian woman is married to a non-Indian. "This is especially evident in cases of sole-proprietorship. Often, the husband has the expertise and the woman applies for the loan, but the SBA will not allow this. They equate expertise with capital control. The woman may control all other areas, but if man has expertise, the loan application will be turned down. Their reasoning is that if the couple divorced or the husband died unexpectedly, the business would fold."

"The most effective route," Pierce advises, "is to incorporate and have the Indian woman own 51 or more percent of the stock. In many, cases, SBA requires 100 percent. She may not have expertise, but she has capital. In a sense, the husband is now an employee for his wife." In other words, a woman must control with capital or expertise. Title designation, such as Board Chairperson have no significance either without us having one or the other controls.

There are ways around these strict guidelines. Pierce noted that one woman obtained a contractor's license to establish expertise. "But different states have different laws," she added.

It should have become evident that the SBA has established strict guidelines and qualifications for loan applicants. In most cases, the borrower must have a proven business or enough cash to reinforce loans. Following are general credit requirements established by SBA. A loan applicant must:

- be of good character
- show ability to operate a business
- have enough capital in an existing firm so that, with SBA loan, it can operate on a sound financial basis
- show the proposed loan is of such sound value or secured to reasonably assure repayment
- show that past earning record and future prospects of firm indicate ability to repay the loan and other fixed debt, if any, out of profits
- be able to provide from own resources sufficient funds to have a reasonable amount at stake to withstand possible losses, particularly during the early stages, if the venture is a new business

Business Structure

From the above discussion, we should have a clue about the importance of knowing the different types of legal business structures. Above all, we should consult an attorney before setting up any type of business to insure proper formation to meet specific state and federal laws and tax regulations.

There are three principal kinds of business structure: proprietorship, partnership and corporation. Each has certain advantages and disadvantages which must all be weighed to reflect individual circumstances, objectives and needs. The following is condensed from the SBA publication, "Selecting the Legal Structure for Your Firm". The pamphlet begins,"There are many reasons for owner-managers of small businesses to look at the legal structure of their firms. The changing tax laws and fluctuating availability of capital are just two situations which require alert business people to review what legal structure best meets their needs.... This Aid seeks to briefly identify them for the owner-manager who wants to know 'what questions to ask' when seeking the proper professional advice."

Single Proprietorship

The single proprietorship is usually defined as a business which is owned and operated by one person. Establishing a single proprietorship requires only that we obtain whatever licenses needed and begin operation . Hence, it is the most widespread form of small business organization. When beginning, we might select this structure and later form partnership or corporation if needed.

Advantages of the Single Proprietorship:

- *Ease of formation.* There are fewer formalities and legal restrictions associated with establishing a single proprietorship. It needs little or no governmental approval and is usually less expensive than a partnership or corporation.
- *Sole ownership of profits.* The proprietor is not required to share profits with anyone.
- *Control and decision making vested in one owner.* There are no co-owners or partners to consult. (Except possibly your spouse.)
- *Flexibility.* Management is able to quickly respond to business needs in the form of day-to-day management decisions as governed by various laws and good sense.
- *Relative freedom from government control and special taxation.*
- *Disadvantages of Single Proprietorship.*
- *Unlimited liability.* The individual proprietor is responsible for the full amount of business debts which may exceed the proprietor's total investment. This liability extends to all the proprietor's assets, such as house and car. Additional problems of liability, such as physical loss or personal injury may be lessened by obtaining proper insurance coverage.
- *Unstable business life.* The enterprise may be crippled or terminated upon illness or death of the owner.
- *Less available capital, ordinarily, than in other types of business organizations.*
- *Relative difficulty in obtaining long-term financing.*
- *Relatively limited viewpoint and experience.* This is more often the case with one owner than with several.

Partnership

The Uniform Partnership Act, adopted by many states, defines the partnership as "an association of two or more persons to carry on as co-owners of a business for profit." Though not specifically required by the Act, written Articles of Partnership are customarily executed. These articles outline the contribution by the partners into the business, whether material or managerial, and generally delineate the roles of the partners in the business relationship.

Some of the characteristics that distinguish a partnership from other forms of business organization are the limited life of the partnership, unlimited liability of at least one partner, co-ownership of the assets, mutual agency, share in management, and share in partnership profits. There are eight types of partnerships: ostensible, active, secret, dormant, silent, nominal, subpartner and limited or special.

Advantages of the Partnership:

- *Ease of formation.* Legal formalities and expenses are few compared with the requirements for incorporation.
- *Direct rewards.* Partners are motivated to apply their best abilities by direct sharing of the profits.
- *Growth and performance facilitated.* In a partnership, it is often possible to obtain more capital and a better range of skills to compensate for weaknesses.
- *Flexibility.* A partnership may be relatively more flexible in the decision making process than in a corporation. But, it may be less so than in a single proprietorship.
- *Relative freedom from government control and special taxation.*

Disadvantages of a Partnership:

- *Unlimited liability of at least one partner.* Insurance considerations such as those mentioned in the proprietorship section apply here also.
- *Unstable life.* Elimination of any partner constitutes automatic dissolution of partnership. However, operation of the business can continue based on the right of survivorship and possible creation of a new partnership. Partnership insurance might be considered.
- *Relative difficulty in obtaining large sums of capital.* This is particularly true of long term financing when compared to a corporation. However, opportunities are probably greater than in a proprietorship by using individual partners' assets.
- *Only one partner may act as agent for firm.*
- *Difficulty of disposing of partnership interest.* Buying out a partner may be difficult unless specifically arranged for in the written agreement.

Corporation

The corporation is by far the most complex of the three business structures. We will discuss only the general characteristics of the corporation, not its intricacies.

As defined by Chief Justice Marshall in a famous decision in 1819, a corporation "is an artificial being, invisible, intangible, and existing only in contemplation of the law." In other words, a corporation is a distinct legal entity, separate from the individual who owns it. Individuals may incorporate as sole stockholder.

A corporation usually is formed by the authority of some state government and laws differ from state to state. Corporations which do business in more than one state must comply with the federal laws regarding interstate commerce and with the state laws which may vary considerably in each state in which they operate.

The procedure ordinarily required to form a corporation is, first, that capital stock is bought and a tentative organization created. Then, approval must be obtained from the Secretary of State in the state in which the corporation is to be formed. This approval is in the form of a charter for the corporation stating the powers and limitations of the particular enterprise.

Advantages of the Corporation:

- *Limitation of the stockholder's liability to a fixed amount, usually the amount of investment.* Able to pass liability (debts) to corporation, instead of personal responsibility. However, do not confuse corporate liability with appropriate liability insurance considerations.
- *Ownership is readily transferable.*
- *Separate legal existence.*
- *Stability and relative permanence of existence.* For example, in the case of illness, death, or other cause for loss of a principal (officer), the corporation continues to exist and do business.
- *Relative ease of securing capital in large amounts and from many investors.* Capital may be acquired through the issuance of various stocks and long term bonds. There is relative ease in securing long-term financing from lending institutions by taking advantage of corporate assets and often personal assets of stockholders and principals as guarantors. (Personal guarantees are very often required by lenders).
- *Delegated authority.* Centralized control is secured when owners delegate authority to hired managers, although they are often one and the same.
- *The ability of the corporation to draw on the expertise and skills of more than one individual.*

Disadvantages of the Corporation:

- *Activities limited by the charter and by various laws.* However, some states do allow very broad charters.
- *Manipulation.* Minority stockholders are sometimes exploited.
- *Extensive government regulations and burdensome local, state, and federal reports.*
- *Indirect reward (less incentive) if manager does not share in profits.*
- *Considerable expense in formation of corporation.*
- *Numerous and sometimes excessive taxes,* depending upon type of corporate structure.

In summary, review the following eight questions:

- What is the size of the risk? That is, what is the amount of the investors' liability for debts and taxes?
- What would the continuity of the life of the firm be if something happened to the principal or principals?
- What legal structure would insure the greatest adaptability of administration for the firm?
- What are the influence of applicable laws?
- What are the possibilities of attracting additional capital?
- What are the needs for and possibilities of attracting additional expertise?
- What are the costs and procedures in starting?
- What is the ultimate goal and purpose of the enterprise, and which legal structure can best serve its purposes?

The small businessman is required to wear many hats, but none can be expected to be a lawyer, certified public accountant, marketing specialist, production engineer, environmental specialist, etc. Therefore, you should research and seek out professional counsel wherever possible.

☐ Marketing: The Key to Success

One of the greatest needs of small business is to understand and develop marketing programs for their products and services. Marketing is defined as in an SBA publication "the performance of business activities that direct the flow of goods and services from producer to consumer or user."

The "Marketing concept" implies that owners should start with the needs of potential customers, and then develop marketing programs to satisfy those needs. Small businesses can be more successful by giving customers products and services they want.

There are four key steps in managing marketing:

- Defining marketing objectives
- Identifying target audience
- Developing marketing programs
- Controlling marketing performance

The following segment was prepared by Violet Rau (Yakima) who is owner of a wholesale manufacturing company which direct mail markets needle point kits using plateau Indian designs. She received the 1982 Toppenish, Washington Chamber of Commerce "Woman of the Year" award. She is also in her second term as Chair of Heritage College Board of Directors. The college has incorporated and is setting up satellite campuses in other cities. The goal of the college is to assist minorities, particularly Indian people, with setting goals and seeing them through. Each student is counseled extensively and personally to help them with this process so that they can determine how to apply skills they currently possess to viable career positions. Rau has worked extensively with Small Tribes of Western Washington in helping initiate Indian enterprises. The following is an excerpt from a book she is preparing on operating successful tribal/Indian owned businesses. The greatest need she sees is training in marketing techniques. In this regard, she is assisting the Hiochol Indian Tribe in Mexico develop a direct mail marketing business and marketing plan.

☐ Tips From Someone Who's Been There

By Violet Rau (Yakima)
Business Owner and
Heritage College Board Chair

Starting a business requires many skills and there are many things to consider. Be prepared to be patient; to be a life-long learner--learning to make decisions and to evaluate information. Many times we may be required to take a "crash" course to simply learn what we need to know for effective decision-making and to ask the right questions. Refuse to be discouraged, however. It takes from three to five years for a new business to level off--that's the break-even point where we finally see a profit. In the meantime, hang on!

Personal Traits Important for Ownership

From my experience as a business owner, I have learned that it is important to:

- be prompt
- be tactful
- be honest
- be adaptable
- be cooperative
- be pleasant
- be enthusiastic
- be dedicated
- be a good role model
- have a good self-image
- believe in business
- have good attendance

Determine Assistance Needed

To identify types of assistance needed--it may be marketing, financial, manufacturing, bookkeeping assistance--there are three definite resource people we should consult before starting a business: (1) banker--for financial resources, (2) attorney--for legal advice, contract preparation and execution and (3) accountant--for setting up accurate bookkeeping methods and tax preparation.

Some other sources to help you include Minority Business Development Agency, Bureau of Indian Affairs, and private groups. The Small Business Administration has a volunteer group called SCORE (Service Corp of Retired Executives) located all over the country. Consult national SBA office to find one in your area. They offer invaluable technical assistance and have been very helpful to me. One of the most productive resources are university business departments, especially in the area of marketing.

They must, however, have sufficient information about our business to conduct research. Senior students need to do research papers and have a great deal of knowledge about the area in which the university is located.

Preliminary Consideration

Make a brief statement about the nature of the business. Decide if it will be structured as self-proprietorship, incorporation, or partnership. If it's purchased from someone else, understand the history of that business. Design some kind of simplified organizational chart defining responsibilities and personnel requirements. Determine benefits for employees--insurance, vacation, profit sharing, pension plan. Identify credit policies for buyers and the credit lines extended to use for business purchases. Know how to determine reserves needed. Be very acquainted with the plant and kinds of equipment it holds. Assess site location in relation to material, labor and market. I might add that delivery is important--have plans for expansion and product production potential.

Math skills are very important to maintain effective financial records and we must be aware of our budget at all times. We should have knowledge of how to read financial statements, prepare budgets, short- and long-term profit projections and profit/losspicture and be able to project cash flow and how to meet them. For help, consider continuing education courses offered by many colleges in these areas.

Budget Preparation

To prepare a budget, do a year's outline of monthly lease, rent, or mortgage costs and applicable taxes. Also consider projections for utilities--will entire building be heated/cooled, or only part of it? Will frequent long distance calls be necessary? Make monthly projections of insurance costs to cover merchandise, personnel, office liability, employee and personal insurance. Don't forget to consider various rental/leasing agreements for office, for example, a copy machine. Determine types of office supplies needed: inventory, display units, counters, typewriters, adding machines, letterhead, flyers, order forms, business cards, etc. Graphic artists for logo should also be included in budget. Use logo on all materials leaving office. If possible, obtain a Post Office Box for business mail and include cost.

Product Packaging

Product packaging should also be considered when preparing budget. Product packaging cannot look cheap. Its function is to attract attention. There's something many people never consider when designing packaging and that's "point of purchase" material. "Point of purchase" information is the story of the history behind the product. In Indian arts and crafts businesses, this can be a very big selling factor. Buyers will have something to tell others about their purchase. Learn to express your product in writing and with visual arrangement.

Pricing

To maintain a successful business, it's important to know how much profit is needed per item to cover expenses. For example, a full 35 percent markup means that the wholesale price is divided by 65 percent to reach a proper markup. Consult a banker or another small business owner to learn about markup and how to do it. Labor, materials and overhead costs and the profit margin needed to stay afloat also need to be identified when pricing. Find out how your prices compare with what your competition is offering. Consider quality when making comparisons. Then, most importantly, standardize product prices.

General Assessment

Marketing Your Product

The tips I offer here were learned the hard way--through experience and I have applied them to the selling of arts and crafts for the most part. The type of business we have will determine to market our product. Is the business going to be conducted through direct mail, which would mean developing a catalog? Will it be through group sales? Will we need a sales representative? Is the business wholesale or retail? Will it operate on consignment?

Consumer Target

Consumer product evaluation is also important. Are our goods for the hobby industry, business industry, or a necessity? Will people want it or do they need it? If the business is a hobby industry, then we're usually selling fun because people want to sit and do something. Who will buy the product--older people, youth, families, craft people, ethnic groups? Usually, one group will buy more than the other. One straightforward way to determine this is to ask your customers what they want, then adjust product to that market place.

Where to Sell

Define the geographical area for our product to focus advertising and determine a distribution pattern. The U.S. Bureau of Census records can be very helpful in this endeavor. Census data will help to identify target population, pinpoint its geographical location and give per capita income for price-sensitive people.

Identify the competition and go talk to them. Is the competition other Indians, individuals or groups? Competitors are generally more helpful than friends or "advisers" because they've experienced the information we need to know.

Always be watchful for ways to improve the product and constantly evaluate it against the above standards. There are several ways to go out of business very quickly, and an outdated product is one of them. Others include (1) poor customer evaluation and relations, (2) poor quality--a poor product may sell for a while but then it will catch up with us and (3) lack of promotion and advertising. Without ads, letters, brochures, information cards, the business will sit and wait for customers.

Market Targets

One problem in direct wholesale businesses is determining where to sell our product. Our market could be department stores, jewelry stores, Indian stores, trading posts, museums, National Park stores, specialty shops, mail order, trade shows and other expeditions. We must also assist the store in assessing where our product will fit in their line of goods. Is it marketable year-round or is it a seasonal item?

Trade shows are also an effective marketing tool and there are a variety of types: gift/park concessionary/crafts gift shows. The important thing to remember is we can get exposure. Buying ad space in magazines and brochures ahead of time can also net a lot of exposure for our business. However, it must be planned months in advance. Allow 4-6 months to secure the kind of financing needed to pay for the ads and enough time to prepare copy. Obtain lists of customers who attended the trade show and follow up. People can also contact you from your participation.

There are also specialized groups who may be interested in our product, such as American Association of Retired People, American Association of Rodeos, etc. Use the library to find out where they're located. We might consider offering a discount for retired people. There are guilds and associations you might fit into, for example, the Embroidery Guild. If your product would fit into any of these guilds, you need to mail directly to the local branches. Associations, guilds and trade shows also rent, exchange and sell customer lists. Become a member of guilds which allow products to be noted on customer lists.

Direct Mail Marketing

Mail order business is my area of expertise--again, learned through experience. Individuals and tribes should consider this type of business and although the following suggestions are given for mail marketing techniques, they can be applied to other enterprises.

In Demand

Many people today are more interested in ordering by mail and catalog sales are booming. This is due in part to stores reducing sales personnel and inventory. Catalog buying is convenient for consumers due to credit arrangements and the product must be guaranteed.

For the operator, direct mail businesses do not have the costly overhead required to maintain a store and paying sales personnel. The business can be operated from our homes many times. We must determine, however, if our product is a specialty or wholesale item. Specialty items are usually one-of-a-kind and require special markets such as museums or Indian shops. Wholesale items will be mass-produced and we must be able to fill orders received.

Catalog

The main marketing tool for direct mail businesses is the catalog describing the product(s) available. Suggestions provided here are also applicable to brochures developed for other types of businesses.

The catalog should be eye-catching and photographs of items are better than line drawings. Descriptions of the product should explain what it does, how it does it and if it has mechanical parts. One way to save money is to maintain a separate price list that is removable. When prices change, the entire catalog will not have to be republished.

The order form is very important and placement is critical. Include on the form information about how to fill in order blanks, how to send gifts to others and credit arrangements. In new mail order businesses, the catalog is the most expensive advertising item, so don't send it to people who won't be interested in the product line. Apply suggested marketing techniques when determining target audience to receive catalog.

In conclusion, there are many important points to consider before starting a business and determining marketing procedures. Any business owner should be dedicated and ready to spend long hours to make it a success. I hope my experience will be helpful to you.

□ Business Opportunities: Cottage Industry and Franchising

Two of the most common reasons for the surge in women-owned businesses are growth in home-based enterprises and the increase in franchises operated by women. Both fields generally require less investment than other enterprises.

Cottage Industry

Working at home has its advantages and disadvantages. Most home-based businesses can be started with a small investment. Some of the advantages are no office rental cost, flexible hours and availability which can be important with small children at home. We can choose to operate it on a full- or part-time basis. We may choose to start small, work part-time for some years while children are small, then expand to spend as much time as we desire. Other advantages, include adjusting business hours and holiday schedules to suit individual preferences.

These can, however, turn into disadvantages if we are not organized and do not produce a clear set of priorities. Depending upon the business, companies engaging work may not take it seriously. Family members may not see us as a working professional and demand more time than necessary. Most home-based businesses do not provide large incomes, but many Indian arts and crafts and fashion design businesses are operated in this manner.

Following is a list of ideas for starting a home-based business and brainstorming possibilities. Each of us knows the area where we live; may be we haven't stopped to think about needed services we can perform.

After-School-Hours Care
American Indian Crafts
Aprons
Article Writing
Belts (cloth and leather)
Bookkeeping
Breakfast in Bed
Bridal Gowns
Cakes for Parties
Catering From Home
Celebrity Cookbook
Conferences arranging
Crewel Work
Custom Drapery
Custom Framing
Decoupage
Dog Walker
Dolls
Drama Classes for Children
Dress Shop at Home
Dried Flower Art
Exchange Services
Family Histories
Fashion Design
Flower Arranging
Fortune Cookies
Gardening
Genealogical Research
Ghost Writing
Greeting Card Verse

Hairdressing
Hand-Embroidered Sweaters
Hats
Help Write Theses
Homemade Bread
Hors d'Oeuvres For Parties
House Sitting
Kids' Birthday Caravan
Landscaping
Letter Writing
Long-Term Children Sitters
Lunch Cart
Making Paper Flowers
Main Service
Management Consultant
Mannequin Repair
Messengers
Needlepoint
News Clipping Service
Newsletters
Outdoor Care
Outings for Kids
Paper Hanging
Part-Time Chauffeurs
Party Planning
Party Rentals
Party Waitress Service
Photo Jigsaw Puzzles
Photographer
Plant Sitter
Proofreading
Property Management
Puppet Theatre
Radio Scripts
Research for Authors
Residential Window Cleaning
Resumes for Job Applicants
Rubber Stamps
Rural Scenic Booklet
Sales Letters
Sandwich Supplier
Seashell and Draftwood Shop
Shared Housing
Shopping for Out-of-Towners
Sign Painting
Signing Telegrams, Balloon-grams & Cookie-grams
Small Paintings
Special Gift Wrapping
Special Recipes
Stenciled Decorations
Stenographer and Notary Public
Take-Out Dishes
Teach Typing
Test Kitchen
Touring Service
Translating Bureau
Travel Slides and Lectures
Trips for Adults
Tutoring
Typist at Home
Upholstery
Vestment Design and Sales
Weaving
Wedding Management
Window Trimming

Franchising

A MacDonald's on the rez? Why not? Over 8 percent of franchise businesses are owned by women and studies have shown that women may be better franchise managers than men. In 1978 more women owned franchises than non-franchised businesses. People with little or no business experience can engage in franchise businesses because the parent company wants the local subsidiary to be profitable and offers an extensive training program. Other advantages include lower cash outlay in most cases than beginning a business from scratch and parent company may help with financing. The groundwork has also been laid in marketing techniques, image, advertising and publicity.

The disadvantage of franchising is that they are not guaranteed successes and parent company will terminate rights quickly if local business is not proving profitable. Because it is a franchise, some local owners may tend to think they can slack off in managing the business, but it requires as much time as other enterprises. Most franchise contracts are restrictive and lean heavily on pretested methods and controls with no room for deviation.

If franchising seems appealing to you, there are several things you should consider to determine the one that fits you:

- the parent company--evaluate its reputation, type of product and number of franchises in existence. These will give clues regarding their reliability. The International Franchise Association can also provide valuable information about reputable franchises.
- the territory--is it clearly defined and is there room for expansion?
- the market--is there a demand?
- the franchise fee--are all fees spelled out in contract?
- the cost--what are the hidden costs?
- financing and profit potential--what percentage will be required to pay parent company? Will they help with loans for equipment, etc.?
- the contract--did a lawyer go over it with you?

☐ Successful Profiles of Indian Women Businesses

Ohoyo 1000: Resource Guide of American Indian-Alaska Native Women 1982 identified 107 AI-AN women, or 10.65 percent of those listed who were in business for themselves. The types of businesses vary from singly producing arts and crafts to firms who have contracted with NASA to product complex integrated circuits.

Central to the success of each of the following businesses is commitment, vision and the necessity to watch financial resources. While reviewing them think about your own interests and have pride in the success of these AI-AN women.

Electronics Firm

Edith "Sam" Fischer (Cherokee) is President and sole stockholder of Sam's Electronic Assembly, a San Diego - based company she started in 1973. In less than 10 years, her firm has grown from a small garage operation to a corporation with sales over $1,000,000 annually; from operating the business alone to employing 55 people.

"When I started, I had nothing. I was told I could never do this kind of business on a $1,500 investment and as a single woman.

But I built my business around integrity--kept my word. Sometimes I stayed two or three days without leaving in order to complete a job on time. It's not a bed of roses--you must be able to devote your whole self all the time."

Sam works closely with the United Indian Development Association and has twice received its "Business Owner of the Year" award in 1975 and 1982, a first for the organization. The California Business Women, Inc., honored her as a "Woman on the Way Up," and she earned the coveted certification from the National Aeronautics and Space Administration (NASA) for performing quality work exceeding or meeting military specifications.

Sam's Electronics produces high technology, sophisticated computer software. The firm designed and helped develop the Early Warning System, designed and built test equipment for General Dynamics, a computer for the Navy and sophisticated learning computers, among others.

She warns new business owners that the first year is expensive, but not to get discouraged. A major pitfall is lack of self-discipline, "You get a little money and you spend it." She has seen stress created between tribes by overcompetitiveness for contracts. "They should be helping each other."

Publishing Firm

Keth Gorme-Zano (Mesquakie/Apache) is co-owner of a printing press/publishing firm, Le Beacon Presse, in Iowa City, Iowa. She encourages Native Americans to enhance their abilities and has personally recruited 34 AI-AN women to attend college, over 50 Native American literary artists to contribute to magazines and assisted 15 Native American women in finding jobs in the publishing field.

ALASKA NATIVE NEWS is published by Rosita Worl (Tlingit) and based in Anchorage, Alaska. The monthly recently published its premier issue and will focus on the role of Native corporations in Alaska's economy, dealing with such issues as culture, education, sports, fish and game management, natural resource development, social services and Native corporations.

Art Gallery

Retha Walden Gambaro (Creek) operates Via Gambaro Art Gallery with the assistance of her husband, in Washington, D.C. The gallery presented the First National American Indian Women's Art Show in 1980. She was co-chair for the Kennedy Center Gala, "Night of the First Americans" and was curator of American Indian Art Exhibit for Smithsonian Institute. The gallery schedules shows every month when possible, to highlight Native American artists and art.

The gallery started as a studio for her sculpture, which she still does upstairs. "No one was showing Native American artwork, so I sold a piece of sculpture and started the gallery in 1977 on a very limited basis."

"Many galleries are failing now due to the economic situation because they can't meet high rent costs, insurance rates and advertising costs." Helpful hints to cut costs were to insure art only for the amount of reimbursement to the artist if something happened. When possible, have artist carry insurance and sign proof that they do. Don't subscribe to magazines, a vital but costly source of information. Go to libraries and review them; find out dates when they put in free advertising. Local newspapers usually have free columns for cultural events. "There are always 'freebies' in local areas, you just have to investigate them."

To create traffic in gallery, have tours from museums, send notes to schools, colleges and invite history and art classes for tours. "You never know...it pays to be open to community. One of my best customers brought a group of headstart children to gallery."

Fashion Design

Beginning its sixth year of business, the Fife Collection, Ltd., is owned by three Creek sisters. Each has a separate responsibility in the business. Phyllis Fife is in charge of production. She creates a majority of the designs, assigns employee workload, and does presentations, TV spots and narrations for shows.

Sharon Mouss operates the retail shop in Henryetta, Oklahoma. Her responsibilities include bookkeeping, handling correspondence, and booking fashion shows. Sandy contributes designs, alternates with Sharon in the shop and serves as a model.

Each sister lives in a different city so coordination is vital to the business. In addition, each has another job.

The business started by accident. They were designing their own clothes and were invited to do fashion shows. After a while they decided to rent a shop and give it a go for one year. Their livelihood is not dependent on the business, and is one example of a hobby becoming a business enterprise. It took three years, however, to set up and they now have purchased a metal building for employees' workshop.

All business has been created by word-of-mouth. They have never advertised, yet have customers coast-to-coast, some of whom they have never met. "A good product will give you a good reputation."

Discipline is a very important factor in their operation because it's operated from three bases. "If you get too comfortable, one or the other sister will prod you. There is a tremendous feeling of mutual support."

Engineering Firm

"I always wanted to work on my own," said Betty Jo Everett (Choctaw), President of Chatah, Inc., a service-engineering firm for offshore petroleum industry. The firm is a labor intensive business employing 5 - 55 workers in corrosive-preventative maintenance. They offer a full package to industry/federal clients in training, sandblasting, design, construction through installation.

The business was started in 1978. In 1981, Everett was co-winner of the "National Minority Business Owner of the Year" award.

She received a civil engineering degree in 1943. Initially, she planned to enter landscape architecture, but her parents wanted her to stay close to home. When questioned if it was unusual for a woman to be an engineer then, she replied, "Oh no. Remember it was during World War II. Women were doing everything then."

To succeed in business, she believes you need to develop skin like an elephant, be a salesperson, like people, learn not to believe everything you're told, be able to follow through and have supportive family members.

"Your business should be structured correctly by a good attorney, you need a good CPA for financial assistance and of course a good banker for capital." Training and a course in business management is important. Women in Banking sent her to school, where she learned how to negotiate loans and when (timing is important) to borrow money.

Car Rental

With a fleet of eight cars, Carol Holmes (Jemez-Pueblo) started Carol's Rent-A-Car located in San Diego, California. The demand was so great she wasn't able to match requests. The United Indian Development Association worked closely with her to arrange financing from SBA and she now has a fleet of 20 cars.

Building the business required working 10 - 12 hours a day, seven days a week to handle managing the office and doing minor repair maintenance. She has two older children who help her, and hopes to expand fleet to 50 cars.

Reservation Clothing Store

Thelma Luger (Sioux) owns a clothing store on the Standing Rock Sioux Reservation which provides a needed service for tribal members. Before the store opened, reservation members had to travel 70 - 80 miles for goods.

She borrowed $3,000 to purchase initial inventory and opened the store in an old building which was in need of repair. Operating the enterprise had its hardships, however. The store was burned and she salvaged materials. The process of starting over has not been easy without federal assistance, but temporary housing has been set up.

One of the major difficulties in operating the store is the problem with credit customers. "People don't know how to manage money," she said, "and a store owner becomes a social worker." Luger also has a problem of isolation from other businesses. "I don't have anything around here to draw from." She goes to markets all over the country to purchase "good clothing...The best I can get for the money."

In addition to providing needed goods at home, other pluses she sees for tribal enterprises is that members feel at ease shopping in her store because she identifies with them. Even though she is getting some competition from a new mall which has opened in Bismarck, N.D. (70 miles away) business has generally continued to be good because "...people have a tendency to trade at home due to the way they're treated."

Restaurant

Eleanor Dove (Narragansett) was not yet in her teens when she decided she wanted to own and manage a restaurant. Her first venture consisted of a wagon with a small kerosene lantern, a pot of hot grease, two bowls of clamcake batter and a fellow entrepreneur at the age of 11, over 50 years ago. She established her business next to a Circus tent.

Today, she and her husband operate Dovecrest Restaurant which opened 20 years ago. Located in a rural setting, it is the only American Indian-owned restaurant in Rhode Island, and one of the few in New England.

The family-style restaurant features a variety of American Indian entrees as well as more standard menu items. Dove explained that they began offering traditional chops, steaks and seafood and slowly introduced more wild game and other Indian recipes. Entrees might include buffalo steak or pot pie, bear meat, quahog pie, venison steak and pies, rabbit stew, and two of the most popular dishes, johnycake and succotash. When available, specially prepared raccoon pie is offered.

Winter months are slow and the restaurant is closed during the months of January or February. Staff (mostly family members) consists of 16 part-time and 1 full-time person.

The average check at the restaurant is approximately $8.00. Restaurant and bar sales in 1981 were nearly $200,000, with labor and food costs running 75 percent. "We're a family run restaurant," said Dove, "And we're rural, but we make a comfortable living, and we're happy with that."

All of the women interviewed felt that they were contributing to local economy by providing goods, services, and jobs.

☐ For Your Tribe: Economic Development From Within

Introduction

Economic development is a primary ingredient in the recipe for achieving tribal sovereignty and self-help. Federal Indian policy in the 1970's focused on Indian Self-Determination and millions were poured into tribal communities and government for development of tribal enterprises. However, many tribal community projects funded under these provisions have failed for a variety of reasons:

- Areas were exploited rather than developed
- Projects did not come from within the Indian Community

- Dollars were not being returned to the Indian Community
- Long-range goals were not established

The following segment is excerpted from *You Don't Have to be Poor to be Indian* published by Americans for Indian Opportunity (AIO) and discusses some of the reasons for failures of Indian economic development projects.

You Don't Have to be Poor to be Indian

by Maggie Gover, AIO

Economic development is not education, health, housing, manpower, training, etc. although all of these are related to it. Economic development is not just creating jobs. Many programs have been devised and millions of dollars have been spent to create jobs for Indians. Creating jobs does not change the economic relationship between Indians and society.

Economic development is the production of wealth for owners. *Indian economic development is Indian ownership of the economic activities taking place in the Indian community.* The classic approach has been to take outside capital, outside technology, outside management and centrate them in an area for profit. This is not acceptable in the Indian community because the process ceases to be developmental and commences to be exploitative in nature.

Economic development on Indian reservations is not truly successful, unless the dollars from the basic source of income are turned over again and again *in the community.* In non-Indian communities the cycle of spending turns over within the community normally seven or more times. In the average Indian community, it turns over less than once.

In a typical Indian community, the paycheck comes in, whether it is from Federal programs, a factory or coal mine. There are no Indian-owned services available, Indians must drive off the reservation to the nearest community which provides services needed, pay money to them and the dollars go into the economy of that community.

If there is a manufacturing plant in the community, it can never be totally self-sufficient. They must buy supplies, materials, equipment--everything from tissue paper, typewriter ribbons to computers--and go off the reservation to buy these materials. Is there any reason why they shouldn't be buying their supplies from Indian vendors?

Planning for economic development cannot be done in a vacuum. The total needs of the community must be considered. Successful Indian projects are those that come from within the community itself. The history, tradition and experience of the tribe must be considered. It takes more than a training program to prepare a community's social fabric to accept what hasn't been done before.

One of the reasons for the failure of so many industrial park projects is that they were basically geared toward manufacturing enterprises. For many Indians and Indian communities, manufacturing is not within their experience. As a result, most manufacturing efforts have not only failed, they have disrupted the community.

Informed decision-making is the key to gaining control of the resource utilization and economic growth of your community. Basic knowledge is the key to making basic decisions. Questions that should be answered include the following:

- What are the long-range goals of my tribe?
- What are our human resources?
- What is the potential for development of our human resources?
- What are the natural resources of my reservation?
- What is the potential for the development of these resources?
- What is the decision-making structure within my tribe?

Long-range goals must be established by the total community. The tribal decision-makers have the responsibility of taking the leadership and of insuring total community participation.

The struggle for survival has been so acute in the past that there has been little thought given to deciding on ultimate goals and a systematic approach to achieving them. The primary ingredient necessary to gaining control of resource utilization and development is determination to do it. Indian communities do not have to pattern themselves after non-Indian communities either in establishing their goals or in their plans to accomplish them.

There is a myth that economic development is not "Indian" and, therefore neither Indians nor Indian tribes will be good business people. It is just that, a myth. It comes from a misunderstanding about what economic development is. Indians had economic systems and trade systems before the advent of Anglos and the subsequent disruption of those systems. Many tribes were economically self-sufficient. The thing that set Indian people apart--then and today --is the method of distributing wealth--the wealth-sharing system.

There are many opportunities. The key is to find one that will succeed because it fits into your overall plan. This rule applies to government programs as well as to natural resources or industrial development. Long-range planning and goal setting relieves the pressure on tribal councils to take the first opportunity that comes along.

☐ Barriers to Indian Economic Development

As demonstrated by the above excerpt, each tribe has its own cultural and political norms which must be addressed in the long-range planning stages of economic development projects. Ronald L. Trosper, with the Council of Energy Resource Tribes (CERT), examines the following eight social, cultural and political obstacles which may exist in Indian communities:

- Attitudes of some Indians toward exercising authority
- Concensus taking at community meetings
- Views toward generosity
- Adverse affects of welfare systems
- Patron-client political systems
- Land tenure problems on reservations: common management of tribal trust
- Costs of managing and coordinating economic production
- Deficient savings rate on reservations

Taking each of the above barriers in turn, Trosper offers possible alternatives and suggests how each may be addressed.

Based upon the experience of a few tribes, some of us may be uncomfortable giving face-to-face orders to other Indians. It may be more expedient for non-Indians to manage daily operations which require giving face-to-face orders. Ultimate authority should be exercised by tribal members in supervision of non-Indian managers.

Using consensus to make decisions on developmental activities may prove to be a problem. Some of us may feel uncomfortable openly contradicting others in a public forum. As a result, using this method to achieve community agreement may create tension and cause conflicts. An alternative method may be to use personal contact and have small group meetings to explain program and obtain opinions of community members.

Trosper questions the widely held view by non-Indians that generosity among Indians and duties to one's friends and relatives inhibits entrepreneurial activity in tribal communities. He feels generosity may be a sign of community strength which asserts itself most clearly when a community is poor, especially due to reasons such as small land base or discrimination.

Patron-client political systems exist in many Indian communities and operate through factions made up of patrons and their clients. When designing economic development plans, it is important to reconcile the imbalance of power positions within a community. Of particular importance are the imbalances between officials in the BIA, programs administrators and tribal council members.

The management of tribal trust held in common by tribal members may be stated as a barrier by outside developers and non-Indians may suggest private property systems. Trosper objects to this because other options should be explored and such rhetoric is often a cloak for taking Indian land.

The next barrier is that costs of managing and coordinating economic production are perhaps greater for Indian entrepreneurs in reservation setting than non-Indians. Some of the reasons for this may be the lack of resources, training and the setting itself. Trosper, however, questions if an effort has been made to determine if costs are much different from those of non-Indian entrepreneurs.

The last barrier addresses the assumption that the rate of savings is deficient in Indian communities. No data has been gathered to determine if this is a real problem. Reasons for low savings rate may be our generous nature to share resources and the fact that many Indians are too poor to save.

Considering all of the above when planning economic development projects and before approaching agencies for assistance will pave the way to smoother negotiations and preparedness.

☐ Organizational Considerations of Tribal Economic Development

Another issue facing tribal communities today in regard to economic development is the structure of tribal enterprises. These considerations should be covered in long-range plans developed by tribal governments. Tribal communities ability to do some of the following will be determined by whether they have been reorganized under the Indian Reorganization Act or not. An IRA tribe has the power to incorporate.

The forms tribal enterprises can take include (1) joint venture with private sector developers, (2) operated as part of tribal government, partially independent enterprise related to the tribal government or totally independent tribal enterprise operating under tribal or state corporation charters, general or limited partnerships, or the conventional lessor-lessee arrangement.

Douglas Enderson, Staff Attorney for Native American Rights Fund, examines the issue of whether enterprise development should be part of tribal government or independent of it.

Several factors suggest that such development should be part of the tribal government.

- Tribal government is generally responsible for developing a tribal position on economic development
- Reservation leadership is often attracted to tribal government
- Tribal government is the body best able to assess development alternatives from an overall perspective and most likely to come into contact with private sector representation and government officials able to assist tribe in economic development ventures

Reasons given by Enderson why tribal government should limit its involvement in economic development to policy formulation and implementation include:

- Tribal governments are busy with daily responsibilities of operating a government. These responsibilities have increased significantly in the past few years as tribal powers have expanded. Opportunities for exercise of tribal self-determination have increased through contracting alternatives made available through federal government. As a result, more responsibilities have been placed on tribal governments by members who increasingly look to tribe to satisfy basic needs
- Business and government are different institutions. Business skills important to the success of the enterprise ventures are different from the skills needed for the tribal government to succeed. Separate institutions may be needed to achieve different, though related goals. For example, a tribe wanting to develop institutional capabilities and physical infrastructure will find itself largely concerned with meeting those goals through taxation, regulation and negotiation. Fire, police and utility services must also be provided if development is to flourish. These concerns are separate from those of the business enterprise. Business leaders must be able to respond to the daily problems of business which require a different set of skills.

The Laboratory of Native Development, Systems Analysis and Applied Technology (NADSAT) cited the following operational problems of tribal enterprise operated by Tribal governments:

- Enterprises are not allowed to purchase more goods for sale because their budget has been exceeded, even though this would prevent the enterprise from making additional sales
- An enterprise is not allowed to lay off Tribal member employees during slow periods to maintain a balanced employment level, even though the employees may be idle at the enterprise
- A backlog of work in the Tribal accounting office prevents the enterprise manager from receiving up-to-date information on the business, with resulting operating problems
- The tribal accounting office does not pay bills promptly enough to take discounts. This raises costs for the enterprise and is beyond enterprise's control.

Also cited by NADSAT were fiscal management needs of tribal governments vs. business enterprises. The fiscal cycle of tribal governments is linear and entails obtaining funds at the beginning of fiscal year and making sure it does not spend more during the year than was obtained. Business enterprises, on the other hand, have circular fiscal cycle. Money is obtained by the flow of sale of goods and services or loans, spent to produce goods and services for sale and repayment of loans, etc. Generally, the amount of money in the flow and the speed at which the money circulates governs the profitability of the enterprise. Today's revenue provides for tomorrow's expenses, just as today's expense provides for tomorrow's revenue.

In summary, the basic difference in structures between Tribal governments and business enterprises is the purpose of each: Tribal governments are political units; business enterprises are economic units. This is not to say that the two should be separate entities. Rather, it is presented to give individuals more information upon which to base decisions made regarding long-range plans for economic development. These decisions must come from within the tribal community itself.

In either case, the goals of enterprise must relate to the goals of tribal member. Whether business enterprises are part of the tribe or a separate board entity, tribal councils must implement economic development plans and policies as representatives of tribal members. Without this type of community effort and cooperation, enterprises will have little success in tribal communities.

☐ Profiles of Successful Community Economic Development Projects

Rural Setting: The Bell Project

According to 1970 census figures, Adair County, Oklahoma in which the Bell community is located was the poorest county in the country. About 300 Bell residents (104 families) have participated in a massive economic development project undertaken by the Cherokee Nation in conjunction with the Institute on Man and Science.

The fullblood community has personal indicators which most reservations have: majority are bilingual with poor English skills, 75 percent unemployment, 25 percent without running water and must transport it from eight miles away, and many people dropping out of school in the eighth grade.

A new approach was taken to solve these problems facing rural Cherokee residents. Rural settlements are treated as "clients" by the Cherokee Nation and the tribal government forms "partnerships" with residents of a common geographic area who share common problems. Under the terms of the partnerships, the Nation will provide financial resources to attack the residents' physical problems such as substandard housing or inadequate water supplies; the community members themselves, in turn, will supply the substantial labor and commitment required to see the problems resolved and change occur.

The project is based on the belief that economic development efforts should be the result of people taking control of their lives, with tribal governments "...turning their efforts to community-based problem solving, directly involving and supporting community members' desire for change," said Principal Chief Ross Swimmer, thus effecting long-term solutions.

Door-to-door surveys were taken and meetings were held for community input. The Nation organized a Community Development Department, headed by Wilma Mankiller (Cherokee) which works closely with other tribal departments (health and human services, employment and training, and education) to implement the program.

Federal and tribal programs had to be modified to better fit the values and beliefs of traditional Cherokee people and was achieved through involving them in designing and conducting programs, services and projects.

The housing shortage will be addressed through an innovative approach to the Department of Housing and Urban Development's mutual help housing program. It calls for 25 new homeowners to contribute substantial labor in the construction of their new energy-efficient homes; in exchange, the cost of the home will be substantially reduced. Another 21 homeowner/families will renovate their homes, largely through self-help. Solar technology is also being used.

The water shortgage will also be addressed through a self-help construction program. Teams of neighborhood work crews have been organized, each of which is responsible for laying two miles of waterline pipe to complete the eight mile trek.

When questioned about the reasons for economic development failures among tribes, Mankiller responded, "People don't apply economic development to every aspect of their lives. It must be applied in a total community context. A lot of the problems we've had in Indian Country with businesses is that we're always trying to adapt to an industrial model and the industrial model has failed for America.

"What we're doing with the Bell project and other ones on a smaller scale is address the physical needs of the people first--things like running water, shelter, roads. Now that these things are being taken care of, the people are asking, 'What's next? It looks like we need jobs. What do we need to do'? Once people have done these things for themselves--plan, develop, design and install the water lines, build houses, for example, they feel much more capable of doing things like starting a business, businesses tied to the local economy."

The Nation is holding workshops on how to start small businesses developed to meet some local needs, such as clothing, gas, food, etc., which would both reduce unemployment and bring in cash flow. "We want our business development to bring in more than just a paycheck," Mankiller stated,"to move toward more self-reliance which gives people a sense of dignity."

A problem with many outside enterprises coming onto reservations and in Indian community is exploitation of Indian workers through low salaries. "It's self-defeating," Mankiller said.

The amount of commitment from both tribes and enterprises should also be considered. "A lot of people will come in with real sweet deals for the tribe and after a tax write-off for a couple of years, they split. Another very important thing is the extent to which the company is willing to hire Indian people to work in management positions--not just labor positions. These are the things we're looking for."

Urban Setting: Franklin Avenue Shopping Center

The American Indian Business Development Corporation (AIBDC) was formed in 1975 with the intent of implementing an economic development project in the Franklin Avenue area of Minneapolis, Minnesota. The area has a heavy concentration of Indian population with the majority of Indians in Minneapolis area living in and around the avenue. Charlotte White (Minnesota Chippewa), who serves as Corporate President, stated, "When it started, we only knew that we wanted to develop a project that would serve the community and that would have a fairly good chance for success."

The corporation held several community meetings and door-to door surveys to determine what the members of the community felt its needs were. Results from the community surveys and meetings showed that people basically wanted goods and services that they used every day, which started thoughts for eventually developing a shopping center.

Today, a shopping center exists which covers a two-block area which formerly consisted of old sub-standard housing and two condemned apartment buildings. It is the result of coordinating a variety of resources. A traffic survey was taken which showed 14,000 cars passed by the area daily with potential customers. The Economic Development Administration was approached for a technical assistance grant. AIBDC took careful precaution to insure that any EDA monies provided for the project would not come from reservation allocations. They did not and the corporation was funded from special projects program. It was the first off-reservation Indian organization to receive an EDA grant for economic development.

The group worked closely with a neighborhood improvement association and the city government to have the land declared a "blighted area." "One of the interesting things is that up until the time that we organized and started gathering data, the City of Minneapolis didn't realize they were eligible for special impact area funds. That in itself was a boom to Minneapolis. There are pockets of poverty that exist within a metropolitan area and they are oftentimes overlooked until somebody points the unemployment in a specific area," White commented.

Having the "blighted area" designation coupled with the fact they are an Indian and non-profit organization allowed AIBDC to be eligible for lower cost loans. The EDA grant amounted to $1.3 million which covered half of the project. The other half was accumulated through industrial revenue bonds and loans, which are still being repayed.

Before the EDA grant came through, however, all of the groundwork had to be conducted, which included contacting agencies, getting architectural drawings, attorneys, etc. "One of the conditions for the EDA grant was that we have the center at least 70 percent leased by tenants with Triple A ratings. So we had to proceed to find such tenants who would come into the center on a 20-year lease. At one point we had been negotiating with a major store for about one year, and just as the contracts were about to be signed, the company merged which voided the effort. We were not able to get an anchor tenant in one week which delayed EDA funding for one year. We were successful in getting three major tenants, Crown Club Supermarkets, Walgreen Drugs and Coronado Auto Parts, which leased out 73-75 percent of the mall. That left room for three smaller stores. With the three Triple A anchor tenants, we have no problem with them meeting rent expenses and the common area costs. A supermarket, drugstore and auto parts store are three basic things that people need."

White's suggestion to other projects is "realize that you're in for a lot of hard work and setbacks. The only thing to do is develop alternatives. You can't put all your eggs in one basket, because if it falls through, you're just completely done."

"One of the secondary goals of the corporation was to prove that Indians can do something in a community. What we started out to do was to be a catalyst in that particular area and now that we have the shopping center going and are ironing out some management problems, our board is going to start looking at other kinds of projects," White concluded.

Although the projects were based in a rural and urban setting, they had common threads in their approach to economic development. Both developed specific goals which involved community members in the planning and implementation phases based upon input about what their needs were and how to address them. The fundamental philosophy behind both was that the basic needs of the people must be met before the results of economic development plans can be realized. They are living proof of A.H. Maslow's "Hierarchy of Needs" addressed in the leadership chapter: individuals' physical,safety and group needs must be met before one can have self-esteem and self-actualization.

☐ Minority Business Development Agency (MBDA)

The Minority Business Development Agency (MBDA) has established a new American Indian Program designed to maximize the use of private, government and Indian resources for the economic development of the Indian community.

The program seeks to establish economic self-determination for Indian individuals and tribes through:

- The utilization of traditional business principles
- Long range business and economic planning
- The establishment of Indian-owned or controlled financial institutions
- Relevant management and technical assistance programs
- Business and management training programs
- The development of new sources of venture capital

MBDA utilizes the resources of other Federal agencies and maintains interagency agreements with the Administration for Navtive Americans of the U.S. Department of Health and Human Services, and the Bureau of Indian Affairs to fund Indian projects which have national impact. Under MBDA's American Indian Program, business and economic development plans are established to benefit the entire Indian community.

The Agency meets regularly with Indian leaders and tribal governments to assure coordination of MBDA's Indian projects.

"Greater Wealth" Through Business Development by American Indian Community

By Roy Betts
From Minority Business Today
January 1983

Indian Advantage. "While American Indians, like other minority Americans, suffer the lowest income and the highest rate of unemployment, the American Indian has an advantage that other minorities do not have."

The American Indian community has the "base with which to become the wealthiest minority in this country given its ownership of natural resources," Rivera said. "The American Indian owns natural resources that can save this country from potentially hazardous energy problems. But to achieve this American Indians must become better business men and women.

"Business development must occur for the urban Indian as well as the Indian who lives on the reservation." Rivera said.

MBDA Role. He noted that MBDA recognizes the need for increased business development in the American Indian community and has accepted its role in this challenge.

The Agency has established an "Indian preference policy" when selecting organizations to manage minority business development centers which were recently funded to assist minority entrepreneurs in developing and expanding their own businesses. The Agency also raised the funding levels of all Indian projects.

"MBDA's American Indian Program is designed to maximize the use of private, Government and Indian resources for the economic development of the Indian community," Rivera said.

Joint Agreements. In recent months, MBDA has established an interagency agreement with the Administration for Native Americans of the U.S. Department of Health and Human Services to fund jointly Indian projects which have national impact.

An example of these joint projects is an interagency agreement between MBDA and the Administration for Native Americans to provide Federal assistance to help establish an institute to strengthen American Indian-owned businesses. Under the agreement, MBDA awarded a grant to the American Indian Development Finance Institute.

Resource Benefits. In summing up his remarks, Rivera said that if carefully managed, the natural resources owned by American Indians can become the foundation for overall economic development.

"Production of these resources," he said, "can bring revenues to tribal members and incentives for business to locate on Indian reservations. This, in turn, will provide greater tribal revenue, personal income and more jobs."

In reaction to Rivera's speech, Elmer Sevilla, executive director of the National Tribal Chairmen's Association, said, "It has been a long time since we heard such a positive, uplifting speech from a Commerce Department official. Now we are looking into ways for the American Indian community to take advantage of the opportunities Mr. Rivera discussed."

For more information, contact Joe Vasquez, Director of Indian Programs, Minority Business Development Agency, U.S. Department of Commerce, 14th and Constitution Ave., Washington, DC 20230 (202) 377-3261.

MBDA American Indian Projects

National

American Indian
Consultants, Inc. (AIDC)
2070 E. Southern Avenue
Tempe, AZ 85282
(602) 945-2635

Native American
Consultants, Inc. (NACI)
725 2nd Street, NE
Washington, D.C. 20002
(703) 528-7100

American Indian Development
Corporation (AIDC)
1015 Indian School Road, NW
Albuquerque, NM 87102
(505) 242-4774

Minority Contractors
Association of North
Dakota (MCAND)
3315 South Airport Road
Bismarck, ND 58501
(701) 255-3002

Atlanta Region

Eastern Band of Cherokee
Indians (EBCI)
P. O. Box 425
Cherokee, NC 28719
(704) 497-9335

Dallas Region

All Indian Development
Association (AIDA)
1015 Indian School Road, NW
Albuquerque, NM 87197
(505) 247-0371

Oklahomans for Indian
Opportunity (OIO)
555 Constitution Avenue
Norman, Oklahoma 73069
(405) 329-3737

Dallas Region (continued)

Development Associates, Inc.(DAI)
1649 Downing Street
Denver, CO 80218
(303) 831-0303

San Francisco Region

Navajo Small Business
Development Corp. (NSBDC)
P. O. Drawer L
For Defiance, AZ 86504
(612) 729-5763

United Indian Development
Association (UIDA)
1541 Wilshire Blvd, Room 307
Los Angeles, CA 90017
(213) 483-1460

Chicago Region

Minnesota Chippewo Tribe (MCT)
P. O. Box 217
Cass Lake, MN 335-2252
(218) 335-2252

Proposed FY-83

Indian Business Development
Center (IBDC)

Alaska

Indian Business Development
Development Center (IBDC)

Washington/Oregon

Indian Business Development
Center (BDC)

Arizona

Summary

This chapter has reviewed successful Indian women businesses and approaches to Indian economic development from a rural and urban setting.

When considering entering private enterprise, individuals should reflect and search:

- personal motivation
- capital resources available
- type of business structures
- possible marketing techniques

There are many capital resources available for entrepreneurs with sound business plans. If one doesn't succeed, try another. Consult professionals for applicable tax laws, licenses and technical assistance.

Economic development is the key for many tribes to achieve sovereignty. When searching for potential enterprises, Indian economic development projects should consider:

- long-range goals of tribe/community
- available human resources and potential for their development
- available natural resource development and potential for their development
- decision-making structure of tribe and enterprise control
- local barriers to economic development and how to overcome them

In any setting, in order for Indian economic plans to be successful, long-range plans must include input, participation and commitment from community members and local governments. In many instances, basic physical needs must be addressed and incorporated into the development plan.

ACTIVITIES,

SOURCES, RESOURCES

&

SUGGESTED READING

HOME-BASED JOB POSSIBILITIES

It is very possible and profitable to begin one's own business on a small scale, in one's home and on a part-time basis. We often forget that some tasks we take for granted are ones others are willing to pay someone to do. To begin considering the many possibilities open to us, list all the jobs you do around your own home. Include both those you enjoy and those you dislike. For each task, suggest a corollary business enterprise.

TASKS	POSSIBLE BUSINESS ENTERPRISE
Sample: cleaned house	Residential or commercial cleaning service

In group sessions trainees will solicit as many ideas for home-based jobs as possible. Record on newsprint and tape on the wall.

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TURNING SKILLS INTO EXTRA CASH

Whether one is considering starting one's own business on a full-time basis or is principally interested in earning some extra cash on a part-time basis, it is a valuable exercise to recognize our varied skills and talents, many of which result from hobbies. Appraise what you think you do well and recall what others compliment you for (e.g., gardening or photography). Recall any classes you have taken (e.g., caligraphy) that have increased your range of skills. List the business possibilities that could result.

SKILLS AND TALENTS	POSSIBLE BUSINESS ENTERPRISE
Sample: Driving	Delivery or errand services

As a group activity, trainers will ask participants to volunteer their entrepreneurial suggestions. If trainees cited a skill but could not determine a business possibility, the group could offer assistance. Record all business enterprises on newsprint and tape on the wall as reminders and motivators.

SELF-ASSESSMENT FOR ENTREPRENEURS

Are you a self-starter?	___ I do things on my own. Nobody has to tell me to get going. ___ If someone gets me started, I keep going all right. ___ Easy does it. I don't put myself out until I have to.
How do you feel about other people	___ I like people. I can get along with just about anybody. ___ I have plenty of friends--I don't need anyone else. ___ Most people irritate me.
Can you lead others?	___ I can get most people to go along when I start something. ___ I can give the orders if someone tells me what we should do. ___ I let someone else get things moving. Then I go along if I feel like it.
Can you take responsibility?	___ I like to take charge of things and see them through. ___ I'll take over if I have to, but I'd rather let someone else be responsible. ___ There's always some eager beaver around wanting to show how smart he is. I say let him.
How good an organizer are you?	___ I like to have a plan before I start. I'm usually the one to get things lined up when the group wants to do something. ___ I do all right unless things get too confused. Then I quit. ___ You get all set and then something comes along and presents too many problems. So I just take things as they come.
How good a worker are you?	___ I can keep going as long as I need to. I don't mind working hard for something I want. ___ I'll work hard for a while, but when I've had enough, that's it. ___ I can't see that hard work gets you anywhere.

GATHER BASIC INFORMATION

ANALYZING YOUR COMMUNITY

POPULATION

How is it distributed? ______________________________

What are the ages? ______________________________

What education? ______________________________

How many women? ______________________________

How many men? ______________________________

HEALTH

Births each year? ______________________________

Illnesses? ______________________________

Diabetes? ______________________________

Disaster precautions? ______________________________

Emergency Services? ______________________________

ECONOMICS

Where are the jobs? ______________________________

How much do they pay? ______________________________

Number employed? ______________________________

Number receiving welfare/food stamps? ______________________________

Median income of residents? ______________________________

EDUCATION

How many schools? ______________________________

How many students? ______________________________

Who are teachers? ______________________________

What is the curriculum? ______________________________

HOUSING

How many units? ______________________________

How many with sanitation facilities? ______________________________

How many need upgrading? ______________________________

Number of new housing units needed? ______________________________

List where purchases are made and if Indians own or manage any of these enterprises.

Food ____________________

Clothing ____________________

Credit ____________________

Medicine ____________________

Gasoline ____________________

Laundry ____________________

Auto Repair ____________________

Recreation ____________________

Furniture ____________________

Others (List) ____________________

Can you make decisions?	___ I can make up my mind in a hurry if I have to. It usually turns out O.K., too.
	___ I can if I have plenty of time. If I have to make up my mind fast, I think later I should have decided the other way.
	___ I don't like to be the one who has to decide things.
Can people trust what you say?	___ You bet they can. I don't say things I don't mean.
	___ I try to be on the level most of the time, but sometimes I just say what's easiest.
	___ Why bother if the other fellow doesn't know the difference?
Can you stick with it?	___ If I make up my mind to do something, I don't let anything stop me.
	___ I usually finish what I start--if it goes well.
	___ If it doesn't go right away, I quit. Why beat your brains out?
How good is your health?	___ I never run down!
	___ I have enough energy for most things I want to do.
	___ I run out of energy sooner than most of my friends seem to.
Now count the checks you made?	___ How many checks are there beside the first answer to each question?
	___ How many checks are there beside the second answer to each question?
	___ How many checks are there beside the third answer to each question?

If most of your checks are beside the first answers, you probably have what it takes to run a business. If not, you're likely to have more trouble than you can handle by yourself. Better find a partner who is strong on points you're weak on. If many checks are beside the third answer, not even a good partner will be able to shore you up.

Adapted from Worksheet No. 1. "Checklist for Going Into Business." SMA Series 71, Small Business Administration, 1977.

People weekly

You are in *PEOPLE MAGAZINE* as female AI-AN entrepreneur of the year. Create an image of yourself at a special awards dinner. You are extremely happy. See yourself being photographed while accepting the awards. Your friends and family are beaming for you. See yourself being interviewed by the *People Magazine* reporter. Visualize as much of the experience as you can. Imagine your smiling face accompanying the printed words!

In the space below, write up the short, snappy article that appeared in the national magazine describing your business enterprise, how you got started, your ongoing inspiration, your feelings about the award and your future. Include a quote made by you.

In group training sessions, trainees could be divided into small groups, exchange articles and take turns reading aloud anothers "copy".

GETTING DOWN TO BUSINESS

The initial planning of a business is crucial to its success. This exercise will provide trainees an opportunity to familiarize themselves with some of the questions one must consider before starting a business.

Divide into small groups. The trainer will select new business enterprises from the lists on newsprint, solicited from the full group in the previous exercise. Each small group will be assigned a new imaginery business to organize. Specifically each group will discuss all aspects of the business, and draft a tentative plan of action, incorporating their ideas in the following:

- Exactly what product/service will you provide?
- Is this a product/service needed in your community?
- Where is the best location for this business?
- Are there similar businesses in the community?
- Who is your possible competition?
- Who are your potential customers?
- How do you reach the public to advertise your product/service?
- Who would be against this project?
- Is this a business requiring a lot of start-up capital?
- Will you need additional staff? If so, how many?
- Will this be a full or part-time venture?
- How can you involve family members?
- Do you want to involve family members?
- Will transportation be a concern?
- What are a few suggested names for your business?

Discuss other concerns and questions needing resolution. Trainees should be encouraged to be both realistic and inventive.

After approximately 20 minutes, the spokesperson for each small group will provide a *brief* description (limited to 4 - 5 sentences if time is short) of their imaginery business, closing with a comment on the most interesting, important or unexpected thing or idea their group learned during the planning process.

BUSINESS REFLECTIONS

Imagine that you are sitting beside this pool of water contemplating your future. You are giving consideration to establishing your own business. You have researched your capabilities and feel strongly that your idea could work. Record freely your positive thoughts about becoming an entrepreneur. Also note any lingering doubts about the project.

What is the business you propose to begin? ______________________

____

____

____

Describe why it is important to you and your community to begin your own business. Record your feelings about being self-sufficient. Describe your excitement or other pleasant emotions. __________

____

____

____

Record what scares you about being in business for yourself. What causes the doubts? ______________________________

____

____

____

____

Resolve to seek resolutions to your concerns. Visualize all self-doubt, financial constraints and other negative thoughts being tossed into the pond where they are dissolved.

ENTREPRENEURSHIP AFFIRMATIONS

Positive affirmations can sweep away doubts. The mind accepts what message we send it. Thousands of thoughts occur to us every day but we aren't usually conscious of them. We can begin to control the nature of these thoughts through the repetition of positive affirmations. Repeat the following self-affirming statements daily and/or devise affirmations of your own. They can be done silently, spoken aloud, written down or sung.

1. I now have a success consciousness.
2. I enjoy being economically self-sufficient.
3. I have attractive, satisfying, happy, business relationships.
4. I am energetic and full of vitality.
5. I have definite creative abilities.
6. My business potential is unlimited.
7. All my investments are profitable.
8. Every dollar I spend comes back to me multiplied.
9. Every day I am growing more financially prosperous.
10. The more I prosper, the more I have to share with others.

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Troper, Ronald L. Social, Cultural, and Political Issues in American Economic Development (mimeograph). Denver, CO: Coundil of Energy Resource Tribes (undated).

Winston, Sandra. The Entrepreneuial Woman. New York: Bantam Books, 1979.

Suggestions for Further Reading

Flanagan, Joan. The Grass Roots Fundraising Book. Chicago, IL: Contemporary Books, Inc., 1982.

An excellent resource guide, this current manual addresses a full range of money-making strategies. The author incorporates ideas gleaned from hundreds of successful grass roots organizations.

Gillenwater, Susan and Dennis, Virginia. Extra Cash for Women. Cincinnati, OH: Writer's Digest Books, 1982.

This imaginative guide provides countless ideas for women to change the skills we usually take for granted into jobs one can do right from home. Tips on planning, bookkeeping, advertising, marketing and other organizational matters are incorporated.

Leslie, Mary and Seltz, David O. New Businesses Women Can Start and Successfully Operate. New York: Farnsworth Publishing Co., 1977.

Suggests over 100 ways women can operate businesses, either from home or other location with small investment. Capital sources and successful case histories are also provided.

Native American Rights Fund, Indian Law Support Center and Library, 1506 Broadway, Boulder, CO 80302.

A Manual for Protecting Indian Natural Resources. Prepared by Allen H. Sanders and Robert L. Otsea, Jr., of the Evergreen Native American Project. Evergreen Legal Services, Seattle, Washington, 151 pages.

Designed for lawyers who represent either Indian tribes or tribal members in natural resource protection matters, the focus of this manual is on the protection of fish, game, rice, water, timber, minerals, grazing lands and archeological and religious sites. The manual is divided into two parts containing seven chapters. Part 1 discusses federal and common law that can be used to protect Indian natural resources of historic and current importance to tribes. Part II consists of practice pointers: questions to ask when analyzing resource protection issues, strategy considerations and the effective use of lay advocates in resource protection.

A Self-Help Manual for Indian Economic Development. Prepared by Brad N. Dewan, Esq., Steven Haberfeld, Lloyd L. Lee, Esq., Robert Posner, the Staff of the Indian Unit of the National Economic Development & Law Center, Berkeley, California: with contributions from Rebecca Adamson, Falmouth, Virginia, and Mike Taylor, Esq., Colville, Washington. Approximately 300 pages.

This manual is designed to help Indian tribes and Native American organizations to become familiar with economic development and provides information about an approach to development which can ensure participation, control, ownership and benefits. Emphasizing the differences between tribal economic development and private business development, the manual approaches the task of developing reservation economies from the perspective of the tribal interests and memberships. It isolates some of the major issues that need to be resolved in the course of economic development, and also attempts to identify some of the options available to tribes, as well as the tools and resources tribes may have at their disposal.

Bibliography on Economic Development. Anita Remerowski (NARF) with Ed Fagen, Karl Funke, and Associates.

Bibliography of materials on Indian economic development with the goals of identifying materials which would help tribes develop government tools essential for the protection and regulation of commercial activities on reservations. Includes books, articles, reports, congressional hearings and reports, tribal codes and regulations, tribal code compilations and other drafting tools relevant to Indian economic development.

Smith, Craig. "21 Ways to Get Out from Under Uncle Sam," The Exchange. Vol. 4, No. 2, pp. 18-28, 1982.

Offers a myriad of ways for groups to deal with budget cuts. Grouped into four categories: paring down, new income generation, beef up revenue for earned sources and rethink basic assumptions of entire operation.

Indian Resource Contacts

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Washington, DC 20201

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(303) 756-3642

American Indian Development
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Box 1596
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(406) 338-7536

American Indian National Bank
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1701 Pennsylvania Ave., NW
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(202) 368-5732

Contracts Program, Inc.
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Council on Energy Resource
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5660 Syracuse Circle
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Englewood, CO 80111
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Charles Trimble Company
Charles Trimble
200 North Glebe Road
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Division of Economic
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Economic Advancement for Rural
Tribal Habitats (EARTH)
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Indian Arts and Crafts Board
Room 4004
U.S. Department of Interior
Washington, DC 20240
(202) 343-2773

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Institute of Alaska Native Arts
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Rural Ventures, Inc.
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SMALL Tribes of Western
Washington (STOWW)
520 Pacific
Sumner, WA 98390

Society for the Preservation of
American Indian Culture
PO Box 76073
Mountain Brook, AL 35253
(205) 870-9735

Source Publications, Inc.
1900 Powell Street, Suite 1145
Emeryville, CA 94608
(415) 547-6670

Non-Indian Resource Contacts

Bank of America, Department 3120, P.O. Box 37000, San Francisco, CA 94137.

Publishes excerpts from Small Business Reporter, written for all persons needing small business information--attorneys, bankers, accountants, consultants, industry associations, universities and small business owners. Write to bank for brochure order form for titles in the following areas:

Business Operations. Describes and explains various aspects of business management procedures and performance; relates to problems encountered by business owners.

Business Profiles. Deals with specific types of businesses and discusses the investment requirements and operational format of each, pointing out both hazards and opportunities.

Professional Management. Reports discuss the business side of practice for physicians, dentists, veterinarians, and accountants.

Business Venture Project of the Northern Rockies Action Group, Charles Cogman, Research Director, 300 Buchanan Street #210, San Francisco, CA 94102.

Economic Development Administration, Department of Commerce,
14th and Constitution, NW, Washington, D.C. 20230;
(202) 377-5113.

Provides long-term, low interest loans to groups and individuals to establish or expan rims in designated areas. Also has a special projects program which provides technical assistance in variety of ways to establish need for loan and development studies.

National Association of Management and Technical Assistance Centers (NAMTAC), Regional Economic Development Center, Memphis State University, 226 Johnson Hall, Memphis, TN 38152; (901) 454-2056.

A nation-wide group of centers located at colleges and universities to provide management and technical assistance to the private and public sector to accelerate the economic development process.

Small Business Administration, 1441 L Street, NW, Washington, D.C. 20416; (202) 653-6375

Offers a multitude of services for small business owners. The general definition for small business is one which is not dominant in its field and which is independently owned and operated. In some cases, some companies would be considered small if they had 15 or fewer employees, in others, the "small" standard may be as high as 2,500 employees.

In addition to providing low interest loans to qualified applicants, the SBA provides technical assistance to owners in management areas. It is estimated that 9 out of 10 business failures are due to management deficiencies. SBA identifies management problems, develops alternative solutions and helps implement and expand business plans through the Management Assistance Officers. In addition, the SBA relies heavily on national volunteer organizations such as SCORE (Service Corps of Retired Executives) and ACE (Active Corps of Executives) for individual counseling. SBA field offices located all over the country provide counseling on problems of management, marketing, accounting, product analysis, production methods, research and development. Advice and training are also offered at no charge to people considering going into business on their own.

SBA also issues about 300 publications on problems of interest to cross-sections of management, and presents facts and figures in brief, readable, non-technical form. Management assistance publications which are distributed free through SBA offices include the following leaflet series:

- Management Aids for Small Manufacturers
- Small Marketers Aids
- Small Business Bibliographies

The following series of booklets are for sale at nominal prices from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402:

- Small Business Management Series
- Starting and Managing Series--describes problems of starting and managing specific types of enterprises.

Non-eries booklets are also available such as *Managing for Profits*, *Export Marketing for Small Firms*, etc.

Women Resource Contacts

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593 Market Street, Suite 500
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One Dupont Circle, NW
Suite 410
Washington, D.C. 20036

American Woman's Economic
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1270 Avenue of the Americas
New York, NY 10020

American Society of Woman
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327 South LaSalle Street
Chicago, Ill 60604

Association of Feminist
Consultants
4 Canoe Brook Drive
Princeton Junction, NJ 08550

Association of Women Government
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1218 16th Street, NW
Washington, D.C. 20036

Institute for Independent
Business Women, Inc.
4101 Nebraska Avenue, NW
Washington, D.C. 20016

National Alliance of Home-Based
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P. O. Box 95
Norwood, NJ 07648

National Association of Bank Women
111 East Wacker
Chicago, IL 60601

National Association of
Women in Construction (NAWIC)
P.O. Box 181068
Fort Worth, TX 76118

National Association of Women
Business Owners
500 N. Michigan Avenue
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Chicago, IL 60611
(312) 661-1700

CAMPAIGN PROMISES:
Challenges for Indian Women

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XIII. Where Women Are Nationally: "Women in Elective Office"

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XV. Activities, Sources, Resources & Suggested Reading

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CAMPAIGN PROMISES: PAST, PRESENT, AND FUTURE CHALLENGES FOR AMERICAN INDIAN WOMEN

□ Overview

A recent issue of the outstanding tribal publication *Navajo Times*, (Feb. 17, 1982), included an interview with former tribal councilwoman, Annie Wauneka (Navajo). Asked about women's involvement in tribal government, Wauneka answered, "It is time."

She then proceeded to tell a personal story which illustrated the resistance she encountered after having been elected as first Navajo woman to the tribal council.

"When I was in the council, I always addressed all of the councilmen as my children and as my family," she said, adding that it is with that kind of closeness that women address everybody.

"Once, when I was first on the council," she continued, "an older councilman said to me, 'Why are you on the council, my daughter? You should be home cooking and tending the sheep.'

"I told him, 'Look at our heads, my grandfather, don't we both have hairknots and aren't our brains the same size?'"

The elder councilman never again questioned her about a woman's involvement in tribal government. Such incidents were few, however, and Wauneka concluded 28 years of council service in 1979.

Harriet Wright James (Choctaw), also the first woman from her tribe elected as a councilwoman, recounts a similar story.

"At the first meeting of the new council a man was elected as speaker and I was elected secretary. You know, the usual occurrence. Man for top position, woman for secretary. I positioned myself near the speaker and prepared to serve as secretary. However, I had stayed up late the night before and had gone into the meeting armed with two resolutions that I thought would really get us off to a good start. Listening carefully to all that was being said, monitoring the tape recorder and taking notes kept me busy, but I was determined to participate in the action of such an historic event. During the course of the day, I presented my two resolutions and they were both soundly defeated. I chuckle now from the recollection that nearly everytime I made a statement, and I did speak, the tone of voice I heard in reply seemed to say, 'Hush, woman.'

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"You can note that I haven't taken it very seriously. I'm still making statements and I'm still doing my homework. I am now able to get resolutions adopted...I presented one of the defeated resolutions several months later and it was adopted. The other I have filed away and plan to present again when I believe it can receive the vote for adoption," she said.

James is now a candidate for tribal chair, Choctaw Nation of Oklahoma.

These two distinguished women exemplify the courage, strength, humor and resolve demonstrated by many past and present tribal chair and councilwomen interviewed for this chapter.

"Campaign Promises" seeks to magnify what individual women feel about Indian women's involvement in the political process. The chapter also provides a look at historical contexts, general campaign techniques and other aspects of political involvement: appointments, coalition building and "turning campaign promises into job opportunities."

Whether you are a prospective candidate, a campaign volunteer or looking for a way to get more women from your tribe involved or appointed to policy-making boards and commissions -- read on.

☐ "Reclaiming a Legacy"

By Owanah Anderson (Choctaw)
Ohoyo Founder/Director

It has been estimated that approximately one-fourth of American Indian tribes were matrilineally oriented which provided women of tribes such as Choctaw, Natchez, Navajo, Iroquois, Creek and Cherokee to have far greater control over their lives than did their White contemporaries.

Because land passed through female line, these women owned the houses and the furnishings, the fields and gardens, work tools and livestock. The bride did not leave the home of her mother; instead the husband moved in. The woman had total control over the children produced of the union and if marital difficulty developed, it was the husband who was required to depart. His personal goods were simply placed outside the door. Women in matrilineal societies had opportunities to be more than wives and mothers. They had options to become medicine women, or shamans, and could exercise effective political power. They could initiate or veto war. Among the Iroquois, the matrons decided the man to sit in council and had power to appoint and dispose tribal chiefs.

Carolyn Niethammer, a non-Indian student of Native American life, writes of the matrilineal Iroquois society stating that while there has never been a true matriarchy, the Iroquois came as close to it as any other society in ancient or modern times. She adds that women leaders were not unusual among the early Northeastern Indian stating, "...the surviving accounts of those powerful women are frustrating in their brevity."

Carolyn Foreman, the noted Cherokee author, identified some 40 early Native American women leaders, warriors and those special women accorded "beloved woman" in a small volume written some 25 years ago, entitled, *Indian Women Chiefs*.

Accounts of the 1540 expedition of Hernando DeSoto in the Southeast refer to a Queen of the Euchees and his journal related first European contact, at Mobila Bay with the Choctaw tribe. He informs that women and girls fought side by side with men, "fearlessly sharing in the dangers." Glimpses are caught of other tribes in warrior roles. For instance, accounts remain of two Crow women warriers. The-Other-Magpie rode against the Sioux and Pine Leaf avenged the death of her brother by killing 100 enemy warriors.

However, the image of American Indian women -- when any image exists at all -- today remains locked in the squaw image stereotype -- the drudge, the bearer of burdens dutifully walking ten paces behind the male, whose imagery is that of the lithe child of the wilderness or the savage warrior. American schoolbooks have pretty pictures and nice stories relating the tales of Pocohontas and Sacajawea; tales from the perspective of many Native Americans are less than positive.

The void in public awareness diminishes all our cultures. Daughters of the non-Indian society -- at a point in time when we at least continue to TALK of equal rights under the Constitution -- remain ignorant of the historical leadership roles accorded our Indian women, and of the achievements of contemporary Indian women.

In July, 1981, Ohoyo Resource Center did research across the whole country and included Alaska Native Corporations to determine how many women are currently serving as elected tribal chairpersons -- or "chiefs" of their tribes. (Results of this and a second Ohoyo survey reprinted from *Ohoyo* news bulletin are included in the appendix.) Among the 281 Federally-recognized Indian tribes and the 219 Alaska Native groups, 67 were headed by women. More and more are being elected to their tribal councils. These chairpersons and council members are, in fact, running sovereign tribal nations. A corollary to consider is the fact that while contemporary Indian women are heading their respective sovereign nations, not one woman in the rest of America is currently serving as a state governor.

☐ "A Few Words of Advice"

By Naomi Shepherd (Nez Perce)
Ohoyo Northwest Conference, 1982
Seattle, Wash.

I'm having fun reaching the age of retirement, when I can blame things on senility and being a "weird old lady." But I have a four and one-half year old granddaughter and I wonder what kind of world I'm giving her...

Politics is the arena where change takes place. If ever Indian women are to move forward, they must acquire solid political skills. If ever we hope to move forward. Democracy is not automatically good government. It depends on the education, the interest, the commitment, and the participation of you as Indian women. You can change a lot.

We need to learn the political process of change...to learn to link with other ethnic groups. Who do we get to fight with us? Not for us...with us? Who do we coalesce with? Are we going to be overwhelmed by their concerns, their issues...or, are they going to listen to us and our concerns? Unless you are strong enough to stand in there and come out with your concerns and your issues... there is a certain risk involved here. The risk is commitment.

Conflict can be of help. I'm not always going to agree with you...you aren't always going to see eye-to-eye with me. But we can clarify the issues. It's conferences such as this where Indian women get together that we can build on the strengths of Indian women...where we have an exchange of ideas, exchange of thinking, that we can get concerns defined and clarified. At home, you all have to become involved as a participant and by action...becoming members of boards, advisory boards and subcommittees. But, first of all, be concerned women.

Our main function is to affect change. The worst part of it is, you may not be around to see it happen. You may not even know about it. But it will happen. (This speech was presented during the panel, "Coalition Building With Other Women's Organizations," conducted at the Ohoyo NW Conference in Seattle, Wash., June 1982.)

☐ Indian Women Who Are Involved

Gathering profiles of Indian and Native women who have been elected to tribal office makes it possible to identify at least one characteristic which women who represent different tribes, geographic, and age perspectives hold in common: a deep-rooted commitment to Indian sovereignty.

The following sampling of women tribal office holders from around the country illustrates other commonalities.

Many of the women hold distinction of being the "first" women in the modern history of their tribe to be so elected.

- Juanita Learned (Arapaho) governs the Cheyenne-Arapaho Tribes of Oklahoma and was elected in 1982 for a second four-year term as chairperson. This is the first for the Cheyenne-Arapaho Tribes, though Juanita had served several terms as treasurer and tribal secretary before her election as chairperson.

- Rite Enote Lorenzo (Zuni), 44, has won a four-year term on the Zuni Pueblo Tribal Council, a first in the tribe's history. Lorenzo, with 452 votes, placed fourth in a field of 13 candidates vying for six positions in the tribe's December, 1982 elections. She has served on the New Mexico Health Authority Board and on the Zuni Board of Education.

- Harriet Wright James (Choctaw) became the first woman elected to the tribal council, Choctaw Nation of Oklahoma in 1977. She has been elected to a second four-year term which expires in 1985. Harriet is now vying for election as Choctaw chairperson.

- The 1981 Ohoyo survey found strong Indian women's leadership in California where four groups not only had women as heads of their governing bodies, but also had councils composed entirely of women. They were Big Pine Band of Owens Valley Paiute-Shoshone, with Cheryl Coleman as chairperson; Cold Springs Rancheria with Charlotte Osborne as chairperson; Tuolumne Band of Me-Wuk, with Dorothy Stanley as chairperson; and Upper Lake of Pomo , with Maxine Wright as head.

- Women are truly out front among the Menominee of Wisconsin. All officers of the nine-member governing board were women of this tribe of 3,756 eligible voters in 1981. The Ohoyo survey found that along with Lucille B. Chapman, chairperson; Barbara Freshette, vice-chair; and Christine Webster, secretary; the tribal attorney was also a women, Rita Keshena.

  The Menominee tribe has relied on leadership of its women. It was the dauntless Ada Deer who was in the forefront of the tribe's long but eventually-successful struggle for restoration of federally-recognized status some 12 years ago.

- Thelma Talache became the first Governor elected by the Pojoaque Pueblo Council in New Mexico in 1982. Pojoaque chairpersons are elected by tribal members immediately after nominations are heard from the council floor. As an indication of her success as the first woman chair, Thelma has just been elected to a second one-year term of office.

- Georgianna Lincoln (Athabascan) serves as chair of the Native Village Corporation in Fairbanks, Alaska. Since 1977, she has served as director of Tanana Chief's Conference and served three years as executive director of the Fairbanks Native Association. During a second survey of Indian and Native women tribal chairpersons in 1982, *Ohoyo* found that 14 Alaska women held similar positions. (The map on the opposite page pinpoints the number of women chairpersons located in the second *Ohoyo* survey state-by-state.)

- Alyce Spotted Bear (Mandan-Hidatsa) became the second Fort Berthold Tribal Business Council chairwoman recently. Additionally, Marie Wells (Arikara) and Tillie Walker (Mandan-Hidatsa) hold two of the ten council seats for the Business Council which governs the Three Affiliated Tribes, Mandan, Hidatsa and Arikara. Rose Crow Flies High (Gros Ventre/Mandan) served as the Council's first chairwoman from 1975-79.

Like so many of the women who have won tribal elections, Spotted Bear has many interesting stories to tell about the campaign.

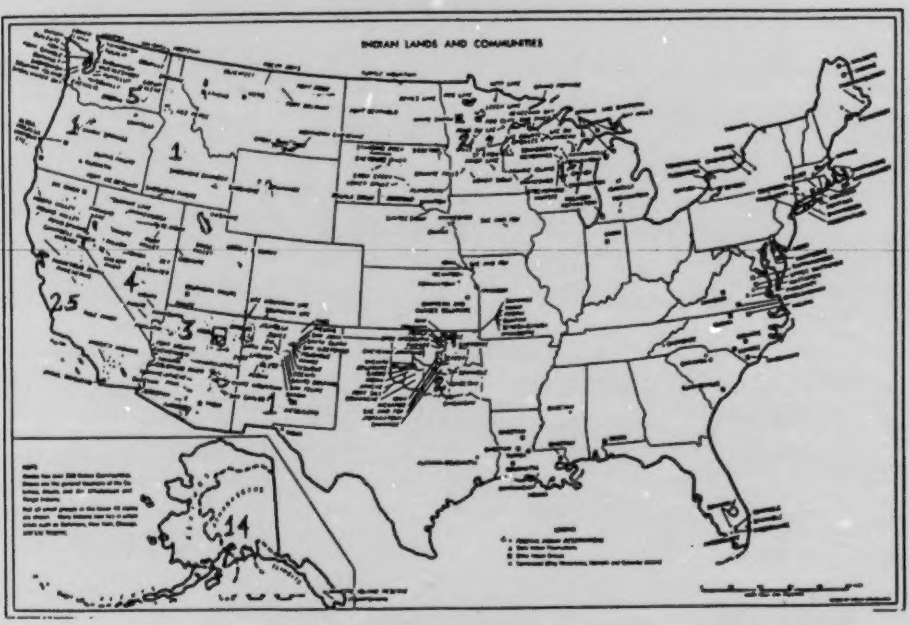
Notably, she joined other tribal candidates in campaigning door-to-door, a new approach for Fort Berthold elections and new trend for tribal campaigns, generally. "Many people told me, 'don't go to this door or that door because they probably won't vote for you.' But I went to every door that I could, simply to talk with the people and to demonstrate that I wanted a tribal government that would address all the people fairly and not just my relatives. No one turned me away," she said of the experience.

Spotted Bear also opened the first campaign headquarters on the Fort Berthold reservation. "I believe that this was the first time anyone had set up a campaign headquarters. Local ladies made huge banners that were three feet wide and 18 feet long in one section. The other section was the same width and 21 feet wide. The ladies sewed big red letters that read, 'Spotted Bear Headquarters." onto the banners. They were very effective draped across the top of the building. The office was mainly staffed by high school students who helped with the campaign. They also helped write letters and addressed envelops by hand to every tribal member on the reservation and located around the country...I believe that our next tribal election will see many more headquarters established," she said.

☐ Strategizing to Increase/Regain Indian Women's Tribal Involvement

Current tallies show that 12 percent of all federally-recognized tribes and Native groups have women as chairpersons. Figures are not available on the number of Indian women who head non-federally recognized and state tribes. Neither are figures available on the current number of Indian women tribal council members, but it is not far-fetched to estimate that they may outnumber tribal chairwomen two or three times.

American Indian-Alaska Native Tribal Chairwomen: A Map
December, 1982



In the December, 1982 edition of *Ohoyo*, a recent survey of area Bureau of Indian Affairs offices identified 59 Indian and Native women who head Federally-recognized tribes, Native villages and Native corporations.

The above map provides a look at the areas where these Indian chairwomen are located.

ALASKA

Sophie K. Saker, Chuathbaluk Village
Mary Jones, Ketchikan Indian Corp.
Margaret Sturtevant, Wrangell Assoc.
Theresa McCall, Circle Village
Dorothy Shockley, Hot Springs Village
Irene Anderson, McGrath Native Village
Lorraine Felix, Northway Village
Linda Swenson, Tanana Village
Cathy Ipalook, Tok Village
Mildred J. Alex, Ikluat Inc. of Chugiak
Clare Swan, Kenaitze Indian Tribe
Dorofey Chercasen, Nikolski IRA Council
Marian Hostetter, Ninilchik Village
Betty Nelson, Port Lions Tribe

CALIFORNIA

Norma Jean Garcia, Alturas
Cheryl Coleman, Big Pine
Valacia Thacker, Campo
Wanda Dunn, Cedarville
Charlotte Osborne, Cold Springs
Mary Norton, Cortina
Amy L. Martin, Dry Creek
Lucinda LameBull, Fort Bidwell
Elsie Ricklefs, Hoopa Va-ley
Frances Jack, Hopland
Rebecca M. Contreras, Inaja
Margaret Dalton, Jackson
Marie LaChappa, La Posta
Neddeen Naylor, Lone Pine Reserv.
Laura Crig, Lookout
Frances Shaw, Manzanita

OREGON

Minerva Soucie, Burns-Paiute

IDAHO

Amelia Trice, Kootenai

NEW MEXICO

Thelma Talache, Pojoaque Pueblo

WISCONSIN

Lucille Chapman, Menominee

WASHINGTON

Virginia Canales, Chehalis
Mary Leika, Hoh
Lucy A. Schaefer, Skokomish
Jean Fish, Sauk-Suiattle
Marie MacCurdy, Stillaguamish

CALIFORNIA

Florence Lofton, Pauma & Yuima
Bernadine Tripp, Robinson
Patricia Augustine, Sherwood

OKLAHOMA

Mildred Cleghorn, Ft. Sill Apache
Juanita Learned, Cheyenne-Arapahoe

ARIZONA

Joan Enos, Ft. McDowell Mohave-Apac
Leona Kakar, Ak-Chin Maricopa-Pima
Patricia McGee, Yavapai-Prescott

NEVADA

Linda Howard, Yerington Paiute
Rosalie Brady, Battle Mt. Te-Moak
Jean Dexter, Carson Council Washoe
Dena J. Austin, Lovelock Council P

MINNESOTA

Ann Larsen, Lower Sioux
Lillian Smith, Upper Sioux

CALIFORNIA

Anna Sandoval, Sycuan
Rose Sundberg, Trinidad
Maxine Wright, Upper Lake Rancheri
Martha Wetmore, Chemehueri
Caroline Gutierrez, Woodfords Wash

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Providing a model for tribal women who want to increase the number of women elected as representatives of their tribes is the council for Navajo Women, formed by seven Navajo women December, 1981. The following excerpts taken from the Council's first newsletter provides a look at the organization's purpose and goals.

"Council for Navajo Women -- Why Its Creation"

From Council for Navajo Women Newsletter No. 1
April, 1982

There are no Navajo women in top level Tribal government jobs, no division directors in Tribal administration who are Navajo women, nor are there Navajo women who are executive assistants to the Chairman. There exists no women's office in Tribal government and until now, there was no Navajo women's organization which looks after the needs and concerns of all Navajo women.

Out of 87 Navajo Tribal Council delegates, there is only one Navajo woman, Bella Rogers McCabe, Shiprock Chapter, who currently serves on the Navajo Tribal Council. The decisions and Navajo Nation Laws which are passed by the predominantly male Tribal Council affects the lives of Navajo women.

These laws affect the lives of our children, and they affect our future as a race and as a nation. Decisions on employment affect Navajo women who more and more find it important because they have become single parents either because of divorce or death of their spouses. The absence of women representation in the Tribal Council causes an absence of Tribal Council resolutions which resolve issues and needs related to Navajo women.

The truth about this sad situation is that it does not have to be. Navajo women outnumber Navajo men in population. (1980 census: 81,000 male, 84,000 female). Not only do Navajo women outnumber men, but according to the recent voter registration statistics of the Navajo Nation Elections Office, Navajo women also outnumber Navajo men in voter registration two to one! This means Navajo women elected the present Tribal Chair and Tribal Council delegates. And only one Navajo woman among them! This means in the 1982 Tribal elections, Navajo women could bring changes through their vote. It means half the Tribal Council could be women!

Navajo women possess a potential political power and they don't seem to know it. This political power carries with it, responsibility, however. It carries with it the responsibility as citizens to ask questions of our government and our leaders, to ask questions and think about issues related not only to Navajo women, but to the Nation. It requires that we seriously pariticipate in campaigns and elections, and that we elect leaders to represent the Navajo Nation who truly care about the Navajo people and who truly represent Navajo interests and not their own. Political power carries with it the responsibility to participate either as candidates or to vote with full understanding of what or who one is endowing trust for leadership.

Political power also carries with it the responsibility to tell the leaders what is needed, how to resolve problems, and to ask for accountability from leaders. It is not the responsibility of elected leaders to dictate to the people, rather it is the people who tell its leaders what the people want. In return for leadership, there are rewards...prestige, financial security, and a place in history. *But they must be earned in service to the people.*

It was with this kind of thinking, among other concerns, that seven Navajo women created on December 23, 1982, in Window Rock, Arizona, the Council for Navajo Women. (Excerpted from Council for Navajo Women *Newsletter*, No. 1, April, 1982.)

During the next ten and one-half months before the Navajo Tribal Elections, the Council worked to:

- recommend methods for overcoming discrimination against Navajo women in public, tribal and private employment
- to sensitize members about the existence of sexual harrassment in employment and to strategize on how to end the harrassment of Navajo women;
- to promote methods for encouraging women to develop their skills and continue their education;
- to rally Navajo women to train themselves to run for tribal, state, national or local political office and to encourage increased participation of women in campaign activities.

The Council began sponsoring campaign skills seminars for Navajo women considering candidacy in the November, 1982 elections. More intensive training was offered further in the year when women's bids for the primaries had been announced. Tension and anticipation built to a crescendo as late summer primaries approached. Peterson Zah was challenging multi-term incumbent Peter MacDonald Throughout the campaign Rose Smallcanyon, a correspondent for the *Navajo Times* sought to identify Navajo women's issues and brought these issues before the tribal candidates for readers to compare and evaluate. Her coverage of formation of the Council for Navajo Women also provided a closer look at women's issues. The following reprint summarizes this crucial Navajo election as it pertained to women; a campaign that saw a change in tribal leadership.

"WINDOW ROCK, Ariz. -- Of the 17 Navajo women who entered the Navajo Nation Primary Election, six were successful in reaching the general election. On Nov. 2, 1982, only one was elected to the Navajo Tribal Council.

"Edith Yazzie was elected as a council delegate for St. Michaels Chapter. Yazzie defeated John C. Ross and will represent St. Michaels with Albert Ross (St. Michaels Chapter has two delegates on the council.)

"An unprecedented number of women had entered this year's election seeking positions on the Navajo Tribal Council. The emergence of more women in tribal politics is credited partly to the Council for Navajo Women which encouraged women to develop skills and participate in their government." (from the *Navajo Times*, November 4, 1982.)

In the past 31 years of administration by the Navajo Nation, only two women had been elected to tribal council; previously mentioned Bella McCabe who did not seek re-election in the 1982 campaign and Annie Dodge Wauneka, the first Navajo woman so elected. Another excerpt from the Council for Navajo Women's first newsletter which follows demonstrates the changing view of leadership: an integration of tradition and contemporary issues.

"Navajo Women as Leaders"

From Council for Navajo Women Newsletter No. 1
April, 1982

It is said Navajo Tradition prohibits Navajo women from becoming a "Natani". Natani means "leader". Tradition also has it that women must walk behind the men. When pick-up trucks were introduced into the Navajo reservation, that same tradition had Navajo women riding in the back with the men piled up in the front.

With the advent of women's ERA, Navajo women benefitted, they received a pillow, in some cases, ...to sit on...in the back of the pick-up. This is not to poke fun at our traditions and customs. For traditions emerge for very practical reasons as the result of social, economic or political conditions at given times in human history. At one time, for some reason, Navajo women may have been discouraged from being a Natani.

We are soon going into the 21st Century...a space shuttle is to land in White Sands, New Mexico today...and today, "Natani" positions require intelligence to deal with the many complex issues which face us as a Navajo Nation. It requires a wisdom and sensitivity about the old ways, and a love and commitment to our people, so that because of one's leadership, the Navajo people will have benefitted and progressed toward even better ways for the young who have yet to come. You see, today, Navajo women possess those qualities necessary for leadership...It was demonstrated by Annie Dodge Wauneka who served on the Navajo Tribal Council for 23 years.

Underscoring Our Strengths: the Ohoyo Model

The Council for Navajo Women have directed their efforts toward informing Navajo women of their need for increased tribal participation and have been successful in sensitizing women to the void left when women do not share in political decision-making. Offering encouragement, motivation and information on how to enter theprocess, they also offered Navajo women the opportunity to join a movement of other women working for common goals. This model can be replicated by many tribes and by diverse groups with similar and diverse goals.

Similarly, but with a different approach, Ohoyo Resource Center has sought to underscore the strengths that currently prevail in Indian women's tribal efforts. It is very easy to see that many more women council members and tribal chairs are needed across the various tribes and states; however, what we sometimes overlook are our strengths and the power available to us when we recognize and emphasize these strengths.

Highlight of the 1981 Ohoyo women's conference held in Tahlequah, Oklahoma was a traditional Cherokee supper hosted by members of the Northeastern Oklahoma Chapter of North American Indian Women's Association (NAIWA) held at the Tahlequah Community Center and prepared by ladies of the D.D. Etchison Church.

Purpose of the supper was to recognize and honor Indian women attending the conference who were presently serving or who had served as tribal chairs or council members. Following opening remarked by then-national NAIWA president Mary Natani (Winnebago), an innovative fashion show by Oklahoma designed custom apparel company owner Phyllis Fife (Creek) and a presentation by Miss Cherokee Nation, Mary Kay Harshaw, women council and chair members were asked to come forward and stand together.

What a powerful moment when 22 women came forth and stood before the crowd. They hailed primarily from Oklahoma tribes though there were representatives from Michigan and Wisconsin. Later women attending the conference expressed a feeling of unity, pride and hope when reflecting on the honoring and supper. Days of the Ohoyo conference had been filled with announcements of budget cuts, educational needs, the prevalence of "squaw" sterotyping in relation to Indian women and the poor state of Indian health. Women were addressing those issues and there was dialog on unified efforts but the supper presented new perspectives and reinforced some individual and common achievements. Yes, there were definitely not enough women on council or in chair capacity, but here were the role models who would lead the way for other Indian women.

Responding for the councilwomen was Harriet Wright James, first woman elected to the tribal council, Choctaw Nation of Oklahoma. "To those of you who are serving on councils or comparable tribal legislative bodies, I applaud you. To those of you who are not, I urge you to become interested in your tribal affairs and participate to the extent possible. If you're like me, I am sure there are times when you say, 'What am I doing here?' Then say to yourself, 'I'm here to help my people.' First comes dedication, followed by patience, perseverance and preparedness and don't forget to do your homework."

A similar evening was presented during the 1982 Ohoyo Northwest women's conference, though beforehand the Ohoyo staff identified some 77 women who had or were serving in tribal elective office in the state of Washington. All were invited to attend a salmon feast and all-Indian Dinner Theatre at Daybreak Star Cultural Center in Seattle where the conference was held.

Names of the 77 were read aloud and certificates were presented.

Underscoring our strengths, accomplishments and potential for development with feeds and feasts goes hand-in-hand with efforts to increase the number of Indian women in tribal elected office. It can be a first step, but it should not be a final act; rather it must be ongoing to demonstrate our continued support and needs. It is a time to join hands, to join tribes, to join vision and regroup forces. Though it is often a lot of fun and gratifying for all involved, honoring of council women also provides a serious and solemn occasion to celebrate the traditions and contributions of Indian women.

Action Steps:

Could your local Indian women's organization sponsor such a supper or could you join with others in your tribe or state to honor women of the same tribe or of neighboring tribes?

Would such a meeting provide your organization with an opportunity to build a forum of support for increasing the number of women in your tribal government?

☐ Documenting Indian Women's Service

An Ohoyo Resource Center product, *Native American Women: A Bibliography* by Dr. Rayna Green (Cherokee) documents 300 years of writing about Indian women. The work includes 500 entries.

Green says of the work: "The bibliography is a testimony to how interesting Native women have been as a subject of attention, but as much of a testimony to the growing strength of Native women's attention to themselves." During the Tahlequah conference, Rayna spoke of absence of materials that accurately depict Indian women's contributions and tribal leadership. She challenged each tribe to rediscover/recover their own histories and materials.

"There's lots of material -- we're trying to recover it. I think you have to recover some of it. We need to know about remarkable people. We need to know about tribal people. The written record is not there. I think one of the things you could do in the schools is to begin your own textbooks with either oral histories from people or the recovery of material and reconstruction of things that do honor to Indian women and do set the record correct."

Without Cherokee author Carolyn Foreman's small volume on Indian women chiefs mentioned earlier, at least some of those 40 women's contributions would have still been undocumented and unknown to many. These contributions are still not known to a lot of people.

Informally conducting an oral history with tribal elders and searching for the names of women who were significant in your tribe can be a powerful and rewarding exercise. The search is not limited to tribal "chiefs" or even women in the political sphere.

"I could go down the list of these missing women who are major, major figures. There are missing women and they are important to Indian people. They represent Indian values, they worked for Indian people, and they represent keys to a vision of Indian people that I don't believe we stress ourselves...they are there and they were tribal. They were Indian. They did some remarkable things." Rayna stressed the need to identify women who were and are providing education, health care, sovereignty, and treaty rights leadership across the nation.

Action Steps:

Does your tribe have a written history and does it include the contributions of women? Does your tribe and community honor the contributions of Indian women to the many areas of tribal affairs including tribal administration and politics?

Can you begin work on documenting these contributions, say through your tribal education department? Can you begin with the most recent contributions and work your way back? Will this information then be useful in providing honoring ceremonies and recognition to tribal women who are supporting the tribe through work with education, health care, council involvement or other ways not often praised?

☐ "Power - From an American Indian Woman's Perspective"

By Ethelou Yazzie (Navajo)
Southwest Indian Women's Conference, 1975
Window Rock, Ariz.

What power do we have to change our lives? The United States Government Report on Minority Female Youth says that the American Indian equates power with land ownership. Is this true always? What about the power that comes from education and success in employment? We may live in isolated areas, but here just as it is in wider society--money talks. Money can buy many of the things we need -- the nice things we just were talking about.

Who has that power that spreads the money around? Who decides where it is to go? What is that power? Who has it? Where can we get it? How can we use that power wisely, so that we do not make the same mistakes that have been made in the past?

In our unique situation as Indian women we face the immediate problem of political power. To a certain extent, we have made gains in the amount of power we as women have in the field of education and the power to affect the way a community thinks. But the whole political arena is empty and is waiting for us to enter it.

The greatest problem that faces us today is how can we organize ourselves as a political force so that we, as a group, have the right to demand our rightful position in tribal and government programs. Until we organize for political action, one major river of wealth and position is closed to us. We must organize so that we can force the established people to listen to our ideas, our solutions, and our hopes.

There is nothing radical or frightening about this list of things that we want and need. We have no reason to be ashamed of wanting them and no reason to be timid about fighting for them politically.

But to be effective political fighters, we have to understand how the system works. We must have enough confidence in ourselves and in our desires that we can stand up to those who question them. We must stop being ashamed of being so poor in spirit that we have not forced some of these things to come true sooner.

We must study the legislation that has already been passed, and we must force it to operate for our benefit. Unless we know what bills have passed, and how they work, we can't enforce them.

Of every government bill, we need to know: does it relate to me, what is its purpose, who is affected by it, who sponsored it, what are the amendments, alternatives and exceptions.

As members of communities, we have to know where to register to vote. We have to be able to deliver a precinct on election day. We have to be able to send masses of letters on demand to our representatives--tribal, state and federal. We have to know enough about the working of government and governmental agencies, to support only those candidates who listen to us and act for us. Then we must vote solidly, as thoughtful women only for those people who we know will benefit our position.

Through legal and political power we can improve our position and our opportunities in education and elsewhere. But we still face discrimination by tribal, community and government officials who -- when faced with an intelligent woman with a background for a responsible position in authority, will not allow the woman to do what she has been prepared to do.

Often the community in which the woman lives will not allow her to function in a leadership position.

The Navajo story of the Separation has been taken by many people to mean that women will never be in a leadership position. I think we are still acting out the Separation--or else we have been separated a second time. If we were truly working together with men, it would not be necessary for us to be here today.

There is still a wide river between men and women that divides them and keeps them from complete personhood. The river keeps them from working together.

That river is our current culture--the way we actually live today. The sad picture that I painted earlier--the empty lives of many of our young girls--is made up of patterns of daily life that are not all our own. Many of the patterns come from the Spanish machismo culture, and some from the white Victorian American soldier that arrived here just as the world's industrial revolution began to touch our lives for the first time.

Many of the patterns we follow daily in our lives are not ours.

Our culture separates us and restricts our actions. Not our tradition. In our tradition are strong, effective women. Spider Woman is strong. First Woman has great powers. Many of the women in our tradition and in our history are powerful and vital persons.

By tradition women own the land, the herds. They have great power within the family and the clan.

Our tradition can liberate us from our restrictive culture.

We must search our lives and get back to our roots. We must regain the place and the respect that was once ours. That place and respect that other cultures took away from us. (These excerpts were taken from a speech presented in 1975 at the Southwest Indian Women's conference at Window Rock, Ariz., presented under auspices of the National Commission on Observance of International Women's Year, *The Whole Political Arena Is Empty and Waiting for Us to Enter It.)*

☐ Making New In-Roads: Learning General Campaign Techniques:

The secret to learning how to do something often involves knowing where to look for resources, sources and training materials. Few publications address conducting a campaign better than *The Campaign Workbook* developed by and available from National Women's Education fund (NWEF), Washington, D.C.

Beginning at the second Ohoyo women's conference, NWEF executive director Rosalie Whelan agreed to conduct a campaign techniques session for Ohoyo participants. The small workshop took place at the end of the second day of the two-day conference. Offered during the same time was opportunity to attend an inter-tribal pow-wow. Thirty dedicated women chose the workshop which received some of the highest evaluation ratings of the entire conference. By the time the Seattle conference rolled around, the workshop had turned into a full-day event with numerous Indian women leaders on the agenda to present their suggestions for campaign success.

The brief review of the campaign techniques which follows cannot replace the 200- page *Workbook*, but it can offer some idea of what a campaign involves for those considering candidacy. For those committed to a campaign, the *Workbook* is a must. The Fund also offers training seminars in different locales several times each year.

NWEF is the non-partisan, not for profit, National Training and Information Service for Women and Public Leadership. Copies of the Campaign Workbook are available for $25 single copy ($18 for orders of 10 or more shipped to the same address). Also available are audio-visual materials in campaign skills. NWEF public leadership training programs cover entry in politics, candidate and campaign manager training and skills to move your agendas in government and other organizations.

To order the Workbook, audio-visual packages or learn how you can bring the NWEF training program to your community, write or call:

NWEF
1410 Q. Street, N.W.
Washington, D.C. 20009
202-462-8606

Tips from the *Campaign Workbook:* A Campaign Abstract

By National Women's Education Fund
1982

The object of a campaign is to win.

To win, the candidate conveys a message to a sufficient number of voters a sufficient number of times to convince enough of those voters to go to the polls and vote for her.

A campaign is the vehicle which initiates and coordinates contact with the voter. There are four basic channels for delivery of the candidate's message to the voter:

- in person contact
- telephone contact
- mail contact
- media contact

The resources of a campaign are:

1) time 2) people 3) money

These resources are always limited, and they must be mobilized, developed and stretched to enable the campaign to contact and persuade enough people to vote for the candidate and provide the winning margin. In other words, the resources must be matched with the need, and as in business or organizations of households, this requires good management.

Successful campaign management requires working from a written plan that:

- allocates resources to a strategy
- targets and times all activity to persuade a sufficient number of voters
- ties all activity to the basic campaign message
- is the benchmark from which changes in strategy are made

Most campaigns just happen. They are a frenetic, chaotic hodgepodge of bumper stickers, canvassers, telephones, speeches, fund raisers, volunteers and press releases -- a series of traditional activities without strategy, management or control. A campaign may be all, none or any combination of these customary ways to reach and persuade voters.

(This material adapted from *Campaign Workbook* and is printed here with permission from National Women's Education Fund.)

But a campaign is much more than the sum of all these traditional parts. It is a whole -- an emotional connection between candidate and electorate, between candidate and specific voters, especially the specific voters most essential to that particular candidate.

It is an appeal or series of appeals that actually moves people to act -- to choose between candidates and then to vote for a candidate. The simple communication of facts is not enough; rather the candidate must reach out, must find out who, and what, and where individual voters in the total electorate area, and then make the connection with them "where" they are (both in location and concern) as persuasively as possible.

If there is no connection to the voter, there is no effect upon the electorate or upon individual voters within the electorate. Then, in fact, there is no campaign and there is no campaign except in the candidate's own mind and the minds of a handful of her most faithful supporters.

A campaign must begin by making a plan, and a plan can be made only after assessing the electorate and its needs, evaluating the candidate's strengths and weaknesses, calculating the available resources, appraising the opponent(s), and estimating the influences of the political environment. With this information a campaign message or theme is determined, a strategy is formulated for conveying that message to a sufficient number of voters, and a plan is written.

Strategy Development Summary

Phase I. Research and Assessment

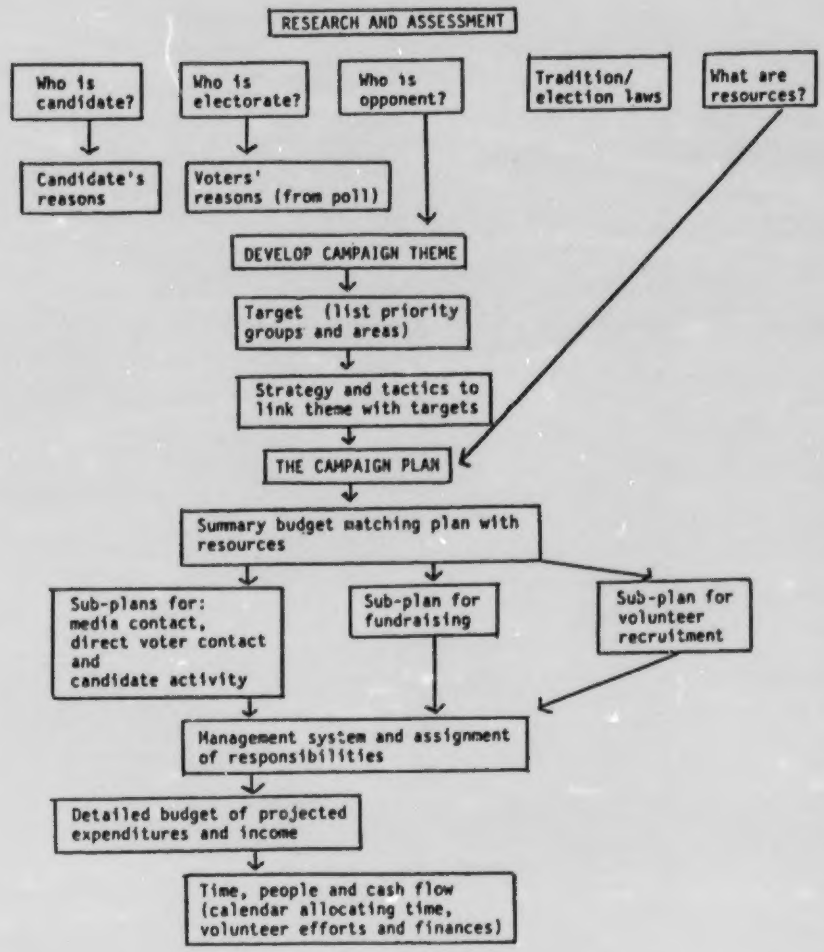
- Analyze the candidate's personal and political strengths and weaknesses.
- Gather information on the electorate's political history, demographic characteristics and life style.
- Study the election legal requirements.
- Collect information on the influential institutions, leaders, traditions and opinions of the district.
- Analyze the opponent's personal and political strengths and weaknesses.
- Calculate available and potential resources of people, time and money.
- Document the priority concerns of the district through polling or informal interviewing.

Phase II. Developing a Strategy

- Put together a formal or informal strategy committee.

(This material adapted from *Campaign Workbook*; and is printed here with permission from National Women's Education Fund.)

Campaign Plan Critical Path


RESEARCH AND ASSESSMENT
Who is candidate?
Who is electorate?
Who is opponent?
Tradition/ election laws
What are resources?
Candidate's reasons
Voters' reasons (from poll)
DEVELOP CAMPAIGN THEME
Target (list priority groups and areas)
Strategy and tactics to link theme with targets
THE CAMPAIGN PLAN
Summary budget matching plan with resources
Sub-plans for: media contact, direct voter contact and candidate activity
Sub-plan for fundraising
Sub-plan for volunteer recruitment
Management system and assignment of responsibilities
Detailed budget of projected expenditures and income
Time, people and cash flow (calendar allocating time, volunteer efforts and finances)

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Areas of Campaign Activity

INDIVIDUAL VOTER CONTACT

- Overall Design (The combination of repetitive contacts)
- Logistical Preparation
  - Voter lists
  - Volunteer instructions/Training & materials
- Volunteer Recruitment and Coordination
- Canvassing
  - Door-to-door
  - Telephone
  - Reports & records
- Mailings to Voters
  - Prepare lists
  - Design mailings
  - Coordinate volunteer addressing & preparation
- Special Group Appeals
- Events and Activities
- Voter Registration
- Absentee Ballot Drive
- Get-Out-The-Vote
  - Master file of supporters
  - Election day plans
  - Volunteer recruitment
  - Materials preparation

MEDIA CONTACT

- Media Survey
- Overall Design (The combination of repetitive contacts)
- Media Material (Bios, photos, etc.)
- News Releases
- Media Coverage of Events and Activities
- Literature
- Advertising (Overall design, purchase of space/time)
- Other Materials (Signs, bumper stickers, etc.)

CANDIDATE ACTIVITY

- Scheduling
  - Individual voter contact
  - Meetings & events
  - Media contact
  - Briefings
  - Strategy meetings
  - Fund raising
- Speech Preparation
- Questionnaire Replies
- Correspondence
- Home Support

FUND RAISING

- Overall Development of Fund-raising Plan
- Lists of Potential Donors (Individuals & groups)
- Solicitation Visits
- Group Solicitations
- Fund-raising Events
- Fund-raising Mailings
- Contributor Records (With lawyer/accountant)
- Contributor Appreciation Notes and Activities

SUPPORT OPERATIONS

- Management/Coordination
  - Strategy advisors
  - Staff recruitment & assignments
- Volunteers
  - Recruit, assign & keep records of volunteers for all campaign activities
  - Volunteer appreciation activities
- Legal Advice and Reports
  - Keep file of contributors
  - Accounting of expenditures; bookkeeping
  - Prepare financial & campaign reports
  - Review all materials & activities
- Headquarters
  - Furnish & equip
  - Assemble & distribute materials
  - Clerical support
  - Maintain master files
- Research
  - Issue research
  - Prepare position papers
  - Monitor news/advertising
  - Monitor opponent(s)
  - Newspaper clippings
  - General reference
  - Monitor public opinion

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- Create a campaign theme which links the priority concerns of the candidate and the electorate, and if possible, contrasts the candidate with the opponent(s).
- Rank subdivisions (precincts, wards, cities, counties, etc.) in priority order (targeting).
- Determine a program of voter contact for each subdivision. Budget each aspect of the program according to people, time, materials, and money which will be needed. Set a quantitative goal for each aspect and develop reporting mechanisms.
- Develop a program of media contact for the electorate. Budget each aspect of the program according to people, time, money and materials which will be needed.
- Target special groups whose support will be sought (i.e. organized labor, environmentalists).
- Develop a program plan for special groups support. Budget each aspect of the program according to people, time, materials and money which will be needed.
- Total the monetary needs of each program budget. Develop a fund raising program to raise the total need.
- Revise program strategies to reconcile with anticipated income from fund raising.
- Prepare a written campaign plan which includes the activity description, cash flow chart, volunteer flow chart, campaign activity calendar and maps. *

☐ The Tribal Campaign: Some Observations

Taking campaign techniques that work in the dominant society and adapting them for tribal campaigns has been successful for many Indian women candidates.

Through interviews with Indian women incumbents who have won election to tribal office, the following observations and suggestions were made.

- "For some reason or another, I have never received an updated registration list for voters of my tribe. I know that this is a unique problem because candidates for other offices (dominant society) just go down to the courthouse and copy the voting records as provided by the open records laws.

  "This problem has diminished the effectiveness of my campaign efforts in direct mail, direct voter contact and in encouraging voter registration for those who are not registered.

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"While I have been in office, we have written election procedures that stipulated candidates would receive a list of voters in their district when they paid their filing fee, but this has never happened."

- "The tribal campaign is unique because it deals in personalities. I feel that you have to establish credibility with tribal people. I try not to get involved with personality traits, but it is hard not to."
- "There is still a lot of apprehension (toward women running for tribal office) from male counterparts. And I think that it's probably very prevalent in our Native and Indian societies. Although, to me, women have always been the ones making the decisions. It's always been the male who carried the decision for us. It's difficult for a man to understand that we are doing the same thing that we did years ago only we're carrying for the word ourselves, now."
- "In tribal campaigns, like in other campaigns, you have to prove yourself to be accepted. This is especially true for women. You have to do a lot of homework and really know the issues, really set goals and think ahead about what you would like to see accomplished before speaking up."
- "I am a tribal chairperson and I have 10 children. You know when people say they don't have time (for service to the tribe as elected officers) because they have children, I can't go for that. I have seen that where you have the support of your mate and your children, there's a lot you can do."
- "I think that I proved myself worthy of office because I showed our tribal members that I would do what I said I would. I sued my tribe on a violation of my rights as a citizen. I did what I said I would."
- "It is important for Indian women to participate in tribal process in that we want to be involved and know what's happening in the tribe because it affects our future. We should get involved and know what's happening there because it affects our families."
- "A candidate has to know what her capabilities are, number one. She has to be confident about those capabilities because many, many, many times a woman will be challenged about your your intelligence. You have to be extra strong, extra thick-skinned to be in those positions. I truly believe that you have to know a little bit more than your male counterpart."
- "I would tell other women candidates for tribal office: don't give up. There are times when they are going to feel like giving up. Don't give up and continue to learn. Learn

from mistakes and don't be afraid to make mistakes because we all learn that way.

Also, have someone to talk to when it looks pretty bleak whether that other person is a male or female is not important. What is important is having someone to use as a sounding board."

- "Campaign as though you are one vote behind."

- "I have a hard time asking someone to vote for me. I asked an Indian friend who was running for another office about this and he said he had a similar problem. He said you don't just assume that your friends are going to vote for you. You have to ask them."

- "It's the same in Indian elections as in non-Indian elections. The incumbent has the advantage. Usually the chairperson has family and people who work for the tribe working for the campaign."

- "There are some who do not feel that (our tribe) is ready for a woman chief. And, I have had several, not many, opposed me openly. But for the most part, I've gotten a lot of encouragement and support from men. I think the reason is that I have been such an active member of the tribal council."

- "One of the things that is necessary is to go to every county record. I'm running on what I stand for, my platform, on what I hope to do for the tribe."

- "I've had some people tell me that they know people who think I am the best qualified but that they are not going to vote for me because I am a woman. I ask them if they are willing to settle for second best in tribal leadership just because the best qualified candidate is a woman?"

- "Indian women need to get involved. The first step is to attend meetings. They've got to begin to find out what's going on in the tribal world instead of sitting home and listening to what somebody reports to you because their interpretation of what they hear and see may be completely different from the woman's herself."

- "Attend many meetings in order to have a well-rounded fund of information on which to base your decisions. Seek technical assistance from experts if you feel you lack the expertise."

- "In running a tribal campaign, I would not be too sophisticated in my methods. Depending on the size of your reservations or tribe. You want to reach as many people as possible. I'd use several different methods to reach people. I would for sure use direct mail, writing a letter, preferably handwritten if you can, but then if it's mimeographed, that's fine. I really like direct mail. It works and I know it works on Indian reservations. People like receiving mail.

"Secondly, I would visit as many people as I could at their homes. I would ask people what they're concerned about, and see if that aligns with why I'm running for office. Maybe all the people care about is Indian health. Maybe that's something you don't care to get involved in. But know your community. Get your hand on the pulse beat of the community. Find out what they're thinking.

"I also would make it known that on election day, I would be providing transportation to the polls if they wanted it. Later on election day, I'd have a festival or a big pot-luck, because that's part of the Indian tradition and in that way politics is more fun."

- "Be prepared to win or lose. Prepare yourself for both. I've seen other people who had no clue that they were going to lose, and that is a very bad experience if you haven't prepared yourself.

- "Don't agonize, organize!"

☐ Indian Women in Dominant Society Politics

Through involvement in dominant society politics, Indian women who have run for state wide, regional and national office have made major contributions to Indian people, which include:

1. Bringing Indian ideas, concerns, issues, values and perspectives to the attention of non-Indians and policy-makers;

2. Creating interest among relatives, friends and tribal members about the possibilities for the election of Indian people to non-Indian offices and about the need for Indian involvement at the community, state, and national level.

3. Forging coalitions of Indians and non-Indians working together for solutions to common problems and unique issues pertaining to each group.

4. And, challenging tired old stereotypes by participating in the political process.

Five Indian women: LaDonna Harris (Comanche), Ada Deer (Menominee), Jeanne Givens (Coeur d'Alene), Ramona Pease Howe (Crow) and Georgianna Lincoln (Athabascan) serve as examples of the many women who have been involved in state-wide, regional, and national campaigns.

- Harris made history with her Vice-Presidential bid in 1980. Representing the Citizen's Band Party, a new political party formed, as a group concerned with jobs, the economy, health and environmental issues, Harris became the first Indian woman to run as Vice-Presidential candidate in national elections. Decade-long directorship of Americans for Indian Opportunity, now based in Washington, D.C., have made the name LaDonna Harris synonymous with Indian advocacy throughout the country and in the nation's capital.

- Deer, former Menoninee chair and a former legislative liaison for Native American Rights Fund, has been involved in two campaigns for Wisconsin Secretary of State and placed second in the state's Democratic Party primary in 1982.

- Givens, Coeur d'Alene tribal court judge, ran recently for Idaho State Representative and won the Democratic Party primary. She placed second in her bid for the seat during the November 2 general election. She cornered 47 percent of the state vote and lost the election by only 700 votes.

- Believed to be the first Crow woman to be seated in the state assembly, Howe won election to the Montana House of Representatives in 1982. In the Crow Agency School precinct where the Crow Action Committee had registered 1,000 new voters during the previous spring, she garnered an incredible voter turnout.

- Lincoln has served as chairperson, Doyon Board of Directors for 10 years. Doyon is a regional Native profit corporation which holds title to 12-13 million acres of land which makes the group one of the largest private landholders in the world. Board members are elected by Doyon membership which is located around the world and numbers between 9,000-10,000.

☐ Other Aspects of Political Activity: Appointments & Coalition Building

Appointments

It is no secret that fallout from participation in the political process is appointment to public office, boards and commissions. This is true in the dominant society and in Indian politics.

"Being directly or indirectly involved in the political process is important for Indian women, because there is a lot of fallout after the election is over. People see that you are involved and make note of your style. As a result of my running...I have been appointed by Governor Evans to three different commissions..people follow through with political favors," Jeanne Givens said of political appointments.

Other Indian women who have received political appointments demonstrate a sampling of the variety of appointments and range of involvement that are possible.

- Shirley Hill Witt (Akwesasne Mohawk), former director, Rocky Mountain Region, U.S. Commission on Civil Rights, has been appointed as Secretary of Natural Resources, State of New Mexico, by the state's new governor. According to the National Women's Political Caucus, Witt is the first woman to be named to this position.

- Two Navajo women, Claudeen Bates Arthur and Mary Helen Creamer, have been appointed to key policy positions within the Navajo tribal government by newly-elected leaders Zah and Begay. Arthur was named Attorney General for the Navajo Nation, the first woman, the first Navajo and only the second person to fill this newly-created post. An attorney, Arthur served as policy advisor to the Zah-Begay campaign prior to her campaign and is a former Navajo Area Field Solicitor for BIA.

- Viola Peterson (Miami of Indiana) has received a distinguished list of appointments to boards and commissions, including a Presidential appointment to National Advisory Council for Indian Education (NACIE). She became the first woman elected by council members as NACIE chair. Similarly, she was the first woman chair for Governor's Interstate Indian Council and Michigan Commission on Indian Affairs.

- Karen Fenton (Flathead/Oneida) received a Presidential appointment to National Advisory Council for White House Conference on the Families in 1980. Prior to her appointment, Fenton had served as a member of the Montana Status of Women Advisory Council for five years.

- Agnes Dill (Laguna & Isleta Pueblo) of New Mexico and Dr. Carolyn Attneave (Cherokee/Delaware) of Washington have both served as Presidential appointees to National Advisory Council on Women's Education Programs (NACWEP). Dill has served on a number of national boards including National Advisory Committee for White House Conference on Aging. During her tenure with NACWEP, Dr. Attneave served as vice-chair of the Council 1980-81.

Coalition Building

Another important benefit derived from political involvement is coalition building. Applying basic networking skills reviewed in chapter one of this training manual to the political arena can provide an amazing assortment of results.

- Colorado Representative Ben Nighthorse Campbell has discussed the possibility of forming an Indian Legislators' Coalition which would promote dialog between legislators who are American Indian and Alaska Native.

- Chairwoman Alyce Spotted Bear (Mandan-Hidatsa) has identified the need for a tribal chairwoman's association.

- Catalyst Ada Deer (Menominee) has stressed the need for early Indian input into the formation of Republican and Democratic Party platforms. She cautions that transitions teams are selected long before Presidential campaigns conclude and that qualified Indian people must be recommended for these teams in time to help formulate party policies that will shape future Indian affairs regardless of which candidate wins.

Coalition building in the political sphere is also enhanced when women find themselves in a position to provide committees, boards and commissions with the names of Indian women who should be considered for appointments and who can speak to Indian issues. Attorney Roberta Ferron (Rosebud Sioux) addressed this issue during a panel discussion on coalition building conducted at the Ohoyo Northwest conference in Seattle, June 1982.

"One of the ways that I, personally, feel works the very best for Indian women (in coalition building) is the personal interface." Ferron noted that many times community, district and state involvement puts Indian women on "a first name basis" with policy makers who serve on the same committees and this in turn enhances opportunities for networking.

"You have all these wonderful contacts already. You automatically become, even though you're not, or I'm not, an Indian expert. So anytime there's a situation that comes up dealing with Indian affairs on any of those levels you will be called. So it happens that you end up having to pick and choose which of the Indian issues you really know enough about.

"The coalition starts when you know who within the Indian community to refer those calls to and work those people into the coalition also. This is how the personal inter chain works," she said.

☐ Turning Others' Campaign Promises into Job Opportunities

By Joann Morris (Chippewa)
Consultant/Contributing Writer

Another way we can be involved in the political arena is to work for an elected official. This may be just the involvement for you, if politics interest you but you are uncomfortable thinking of yourself as the candidate.

Even without the inclination to run for an elected office or appointed position, it is still important that we gain the political knowledge to be able to advance our tribal interests and to protect ourselves from the political designs of others, whose proposed projects or laws may run contrary to our needs as American Indian-Alaska Native tribes and entities.

The seat of centralized power in this country, and certainly the source of most activity affecting us as AI-AN people, is Washington, D.C. While many Indian people abhor the thought of going to the nation's capitol to negotiate a grant or to provide testimony, let alone to seek a job and live there; others find the atmosphere stimulating and the work rewarding. Some Indians and Alaska Natives joke that, rather than giving two years of military service, we are destined to give equivalent time to working in Washington, D.C., our combat zone.

History buffs may find it interesting to note that the site of the present national capitol used to be known by the name of Nacochtanke and served as the major trading center of the Conoy tribe of Indians. This was a thriving community when the first Europeans noted it in their records in 1623.(Weatherford, 1981)

In fact, the area was so well populated, anthropologists tell us, that the first would-be colonists were unable to settle there and were forced to more remote areas like Jamestown, where fewer Indians resided. Another tribe in the area were the Patawomeke, whose name is still discernable despite its being Anglicized to the present day spelling of Potomac.

One of the richest sources of contemporary jobs in the valley along the Potomac River is Capitol Hill, a name referring to the physical location of the U.S. Capitol building and the nearby offices of the Senate and House of Representatives. It is estimated that 25,000 staff members are employed on "the Hill", yet approximately 8,000 employees of Congress leave their jobs each year (Dumbaugh & Serota, 1982). This high turnover rate signals valuable job opportunities.

There are 535 members of Congress (435 representatives and 100 senators) and over 308 committees and subcommittees. Each of these members and entities has an office and accompanying staff positions. The staff size varies considerably. If you are interested in working in the Senate, the staff size depends upon the size of the state's population. Senators from populous states have larger budgets, hence larger staffs. If your interest is in working in the House of Representatives, the staff size is uniformly set at 18 since each House district is composed of approximately half a million constituents (Ibid.)

Working for a member of Congress can mean engaging in everyday duties such as: preparing speeches, attending committee meetings, arranging radio spots, meeting with lobbyists, answering constituent mail and, in countless other ways, assisting the member to maintain his/her busy schedule. On the other hand, working for a committee may require more specialized background and knowledge. Each committee is responsible for formulating and overseeing (i.e. following) legislation in its designated area. Committee staff is also responsible for conducting inquiries and hearings.

As one might expect, the size of committee staffs varies. Let's look at two committees which are of importance to American Indian-Alaska Natives as examples. The Senate Select Committee on Indian Affairs, a recent creation of the 95th Congress, currently has 14 senators serving on it. Some senators may assign someone from their personal staff to monitor this work, but in addition, the committee itself employs a staff of approximately 12. The House Education and Labor Committee has a membership of 32 representatives and its own staff numbering approximately 60.

Obviously, the opportunities are numerous. It would be encouraging to see more AI-AN women involved in the work of Capitol Hill. We need our people working for pro-Indian senators and representatives; and for those senators and representatives who have remained somewhat neutral but who are from states with large AI-AN populations; as well as for those committees drafting and overseeing legislation so crucial to our people.

Another avenue to influence members of the House of Representatives is being paved as this manual goes to print. When the House meets to do its real business, it is said to meet in "caucus." Work is underway to establish a new Indian Congressional Caucus. Much of the groundwork has been done by Congressman Williams from Montana with assistance from Congressman Richardson from New Mexico.

As concerned AI-AN women, we need to endorse and support, verbally and in writing, these efforts to establish a caucus to focus on our needs. An interesting side note is that the word caucus is said to be derived from the Algonquin language and signifies the word for council or counselor. Its use by the Powhatan Indians was first recorded by early settlers at Jamestown (Josephy, 1979).

If you are interested in working on Capitol Hill, you might want to consult the most recent edition of the *Congressional Directory*, which lists all the individuals, entities and titles that make up the formal structure of Congress. You'll be able to read the Member's biography and learn about his/her hometown, educational background, profession, length of service and committee assignments. All such information is valuable to opening doors and establishing rapport. The *Directory* also provides a listing of all Congressional committees including staff names and addresses. It is an invaluable resource book whether you decide to make the trek to Washington for a couple of days or years, or even if your decision is to remain in your local community and engage in political action from there.

It is important to keep in mind that senators and representatives must maintain at least two offices, one in Washington, D.C. and one or more in the home district. The size of the staff in the home state is naturally much smaller but their work is equally as important to the Member of Congress. An advantage held by home-district staffers is that they are perceived as having intimate knowledge of the concerns and sentiments of constituents.

The more experience we have with political systems at the federal or state level, the better able we are to influence these entities to match and meet our needs. With added knowledge, we can act, not react. Information about and personal experience with the individual players affecting our lives also aids effective and efficient use of our time and efforts.

The more experience we, as American Indians and Alaska Natives, have in the political process, the better prepared we are for future changes. Remember that representatives are elected for two-year terms only. If the representative from your district is not someone you would want to work for either at home or in the nation's capitol, much can change in two short years. If someone new is elected who is amenable to working with and/or for AI-AN people, we should be ready to work with them and have names available of suggested staff members. The same holds true for senators, although they are elected for terms of six years. Their staff may be presumed to be more stable but that is not always the case.

Another election having a major impact on us is the presidential election held every four years. Each time there is a change of administration, the incoming political party needs scores of individuals who can serve on the so-called transition team. We need many more politically astute and involved AI-AN women who could serve in this capacity. The value of working on a transition team is that it can be temporary, after which time you can return to your previous work at home, or it can lead to a long-term political appointment in your field of expertise.

Again if one's preference is to remain in the home state and not physically be involved with Washington politics, see what the terms of office are for your local representatives and state senators. (These titles vary in each state.) After gubernatorial elections, transition teams are also employed. Consider the many options open to you.

The fifty state legislatures affect us, although not as directly as the federal legislative, executive and judicial branches of government do. Urban residents, state recognized tribes and unrecognized tribes and entities probably have been most affected by the actions of state governing bodies. However, we should all begin to become more knowledgeable about the state political system and how to influence it. This will undoubtedly become more important to all AI-AN tribes and groups in the future as more federal programs, powers, and funds are turned over to the states.

If you are in college and interested in gaining more political experience, you might want to consider being an intern for a semester or a summer. Many political offices at the federal, state, and municipal level offer a variety of internship opportunities. Review the hundreds of ideas offered in the book *1981 Internships* or talk to your college advisor. Even if you are not politically inclined, research the possibilities of an internship in other career fields. Internships provide you with direct, practical, experiential learning for the periods ranging from a few weeks to a few months; a few are year-long postgraduate opportunities.

If you have a college degree and/or substantial work experience, you might be interested in opportunities to become a "fellow" for a year. Organizations offering fellowships are generally seeking individuals with more maturity and greater depth of experiences. Fellowships provide another excellent means to learn by doing. A sampling of fellowship programs include:

- White House Fellowship Program sponsored by the President's Commission on White House Fellowships.
- Congressional Fellowship Program sponsored by the American Political Science Association.
- Intergovernmental Relations Fellowship Program sponsored by the Advisory Commission on Intergovernmental Relations.
- Education Policy Fellowship Program sponsored by the Institute for Educational Leadership, Inc.

In the "Activities, Sources, Resources and Suggested Reading" section, you'll find a list including the address and phone number of sponsoring groups.

□ Where Women Are Nationally: "Women in Elective Office"

As Indian women consider their status in tribal politics, elected tribal office and as political appointees, it is helpful to note the political status of American women as a whole.

National Women's Education Fund, Center for the American Woman and Politics, National Women's Political Caucus, National League of Women Voters and several other national organizations provide information about the status of women in politics, offer technical assistance for women candidates in tribal, local, state and national efforts. Some of the organizations offer financial support and other contributions to women candidates. Addresses and materials they offer are noted at the end of the chapter.

Basic information about how to impact the political system is provided in the appendix, a kit of information on lobbying, current Congressional committees, getting information from Congress, the federal budget process, and tips on writing to Congress. Also included are resource lists identifying national Indian organizations, national women's organization and national support organizations. Many of the aforementioned organizations including League of Women Voters offer inexpensive community organization kits, information packets about basic political involvement and other helpful materials.

As women candidates increase so do their efforts increase to inform citizens, tribal members, and constituents who may not know process for impacting the political system.

"Women in Elective Office"

From the Center for American Woman and Politics
Rutgers University
February, 1983

In 1981, the latest year for which complete figures are available, 16,552 women held elective office across the country, for a total of 9% of these offices.* In the five years between 1975 and 1980, the percentage of women holding elective offices across the country more than doubled, indicating that more than 10,000 additional women won public office. In 1981, over 2,300 additional women entered elective public offices nationwide.

U.S. Congress: Two women hold seats in the U.S. Senate in 1983 -- Paul Hawkins (R) of Florida and Nancy Landon Kassenbaum (R) of Kansas.

Twenty-one women serve in the U.S. House of Representatives in 1983. Twelve are Democrats; nine are Republicans. They represent 15 states:

California	Barbara Boxer (D), Bobi Fiedler (R)
Colorado	Patricia Schroeder (D)
Connecticut	Nancy R. Johnson (R), Barbara B. Kennelly (D)
Illinois	Cardiss Collins (D), Lynn Martin (R)
Indiana	Katie Hall (D)
Louisiana	Corinne (Lindy) Boggs (D)
Maine	Olympia Snowe (R)
Maryland	Beverly Byron (D), Marjorie S. Holt (R), Barbara Mikulski (D)
Nebraska	Virginia Smith (R)
Nevada	Barbara Vucanovich (R)
New Jersey	Marge Roukema (R)
New York	Geraldine Ferraro (D)
Ohio	Marcy Kaptur (D), Mary Rose Oakar (D)
Rhode Island	Claudine Schneider (R)
Tennessee	Marilyn Lloyd Bouquard (D)

The first woman to serve in the U.S. Congress was Jeanette Rankin, Republican of Montana, elected in 1917 and once again in 1941. Both times she voted against the declaration of war.

Statewide Elective Office: No state has a woman governor in 1983.

Women serve as lieutenant governors in four states:

Colorado	Nancy Dick (D)
Kentucky	Martha Layne Collins (D)
Michigan	Martha Griffiths (D)
Minnesota	Marlene Johnson (DFL)

Thirty-seven women hold top statewide elective positions in 1983.

Twelve woman serve as Secretaries of State in Arizona, California, Colorado, Connecticut, Iowa, Kentucky, Minnesota, New Mexico, Oregon, Rhode Island, South Dakota, and Wyoming.

Women hold State Treasurer positions in ten states: Alabama, Arkansas, Delaware, Idaho, Kansas, Louisiana, Nebraska, Nevada, Ohio and Texas.

Two states (Alabama and Arkansas) have women State Auditors.

In Arizona, Wisconsin and Wyoming, women serve as Superintendents of Public Instruction; in Arizona and Oklahoma, women serve as Corporation Commissioners; the Labor Commissioner in Oregon, the Clerks of the Supreme Court in Indiana and Montana and a Public Service Commissioner in Tennessee.

State Legislatures:

- 991 women hold seats in state legislatures in 1983, making up 13% of the total.*
- The number of women state legislators has risen 1% since 1981, when there were 908 women in state legislatures nationwide, and has increased 9% since 1969, when 301 women were state legislators.

The ten states with the highest percentages of women in their legislatures are:

State	% Women	State	% Women
New Hampshire	28.4	Hawaii	22.3
Colorado	25.0	Oregon	22.2
Connecticut	23.5	Arizona	21.1
Wyoming	23.4	Maryland	19.7
Maine	22.4	Vermont	18.8

County Governing Boards:

1,128 women held seats on county governing boards in 1981, making up 6% of the total of 18,341 commissioners across the country. Between 1975 and 1981, the number of women at the county governing board level more than doubled, rising from 456 or 3% in 1975.

Municipal Offices:

In 1981, 14,462 women held elective positions at the municipal and township level. 1,707 women were mayors (7% of the total). 12,755 women served on municipal governing boards, holding 10% of the available seats.

The percentage of women holding municipal township offices has more than doubled since 1975, rising from 4% to the current 10%.

Level of Office	1975	1977	1979	1981	1983
U.S. Congress	4%	3%	3%	3%	4%
Statewide Elective	10%	8%	11%	11%	13%
State Legislatures	8%	9%	10%	12%	13%
County Governing Boards	3%	4%	5%	6%	DATA NOT YET AVAILABLE
Mayors & Municipal/ Township Governing Boards	4%	8%	10%	10%	
Total # Women in Elective Office	5765	10800	14225	16552***	
% of Women at all Levels	4%	8%	9%		

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* Offices included in these figures are: U.S. Congress, statewide elective offices, state legislatures, county governing boards, mayoralties and municipal and township governing boards. Because the base figures for municipal elected officials nationally have increased, the percentage of women elected officials in that category has not increased although the number has.

** This figure does not include Rhode Island's State Senate, where 1982 elections were postponed because of pending litigation.

*** Because of changes in the base, percentages have not risen although numbers have.

□ Conclusion

This chapter was not written with the thought in mind that every reader would want or need to run for office. What is needed is for us to have a firm acquaintance with the following facts:

- Indian women are part of tribal political systems and roughly 12 percent of tribal chairs are held by Indian women.
- In order to become involved in political systems it is not mandatory that you be a candidate. Support of a political candidate or issue can help build coalitions and can help increase the number of Indian women appointed to public office, committees, boards and commissions.
- There are commonalities in running campaigns for any office; whether that be tribal office, school board, city, state, regional or national.
- By documenting Indian women's service in community, tribe, state and region you can help honor these women and encourage other women to contribute their skills and talents to Indian issues. Another indirect result of documenting past and present women's service is that you can address the omissions that currently prevail concerning Indian women as they are depicted in texts, histories and courses as well as preserving a legacy for future generations of Indian people.
- Considering the status of women in public leadership, nationally, helps us put our tribal, community and state involvement into perspective.

ACTIVITIES,

SOURCES, RESOURCES

&

SUGGESTED READING

FROM CITIZEN TO CANDIDATE

The desicion is made! You will run for public office. List below as many of the positive qualities, characteristics, work habits, and leadership skills you possess that you would want emphasized to the public, your prospective constituency.

Using this list of character traits, write the announcement of your candidacy and the qualities you would bring to the position.

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SOLICITING SUPPORT

The local city (or county) Human Relations Commission has a vacancy. You determine to seek the appointed seat and to become the first AI-AN woman to serve on that commission. There is now much work to be done and support to be mustered. Record below your responses to the following considerations.

Can you count on your family for support? Which family members? Be specific.

Can you look to local AI-AN groups and organizations for support? Which ones?

Can you gather endorsements from non-Indian civic and service groups? Which ones?

Do you belong to other humanitarian groups or causes? List those which might support your move.

What barriers will you have to face from the non-Indian public?

What specific actions can you take to overcome each barrier cited?

What bariers will you have to overcome within your own local AI-AN community?

What specific actions can be taken to overcome these barriers?

In group sessions, trainers should allow sufficient time for the eight questions to be answered individually. Then the full group is divided into small groups to share their thoughts on anticipated barriers and to exchange possible solutions. Each small group will cite what they agree is one worst barrier and one best remedial action/activity in their verbal report to the full group. (If time allows, the more solutions recommended, the better.)

BECOMING A FEMALE FELLOW

You have just received word that you are a semi-finalist in the National Rural and Urban Fellows Program. One of the final requirements is to provide samples of your writing. You are asked to write a short, one-page essay on why you want to be placed in Washington, D.C. You must describe your current career goals and relate how they will be affected positively by one year of experience in the nation's capitol. Draft your response in the space below.

LET'S TALK...

Good communication skills are essential to working with the public. Complete the following checklist; it may raise some questions for you.

	ALWAYS	USUALLY	SOME-TIMES	RARELY	NEVER
1. I can initiate conversations on my own.					
2. I can communicate easily with strangers.					
3. I enjoy communicating and am interested in other's opinions.					
4. I am aware of how I communicate nonverbally with others.					
5. I communicate my ideas clearly.					
6. I am not asked to repeat myself or speak more loudly.					
7. I am a good listener.					
8. Instructions I give to others are carried out correctly.					
9. I am able to listen to and consider opposing viewpoints.					
10. I am aware of my tone of voice and facial expression when communicating with others.					

My communication skills need work in the following areas: ____________

POLITICAL STAR OF THE FUTURE

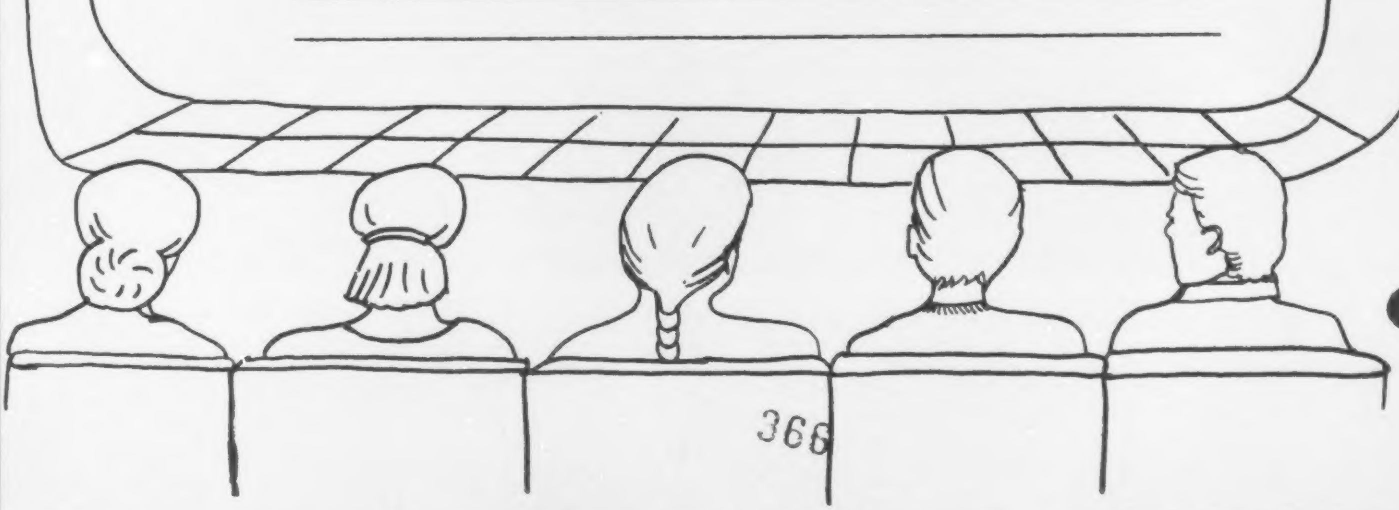
...YOU!

Imagine yourself speaking to a good friend about your desire to work in politics. Your friend looks at you with admiration and encourages you to hold firm to your dream. Listen to the reasons she/he gives why you will do well in political work.

See a few other friends and family members join you. They too agree your contribution would be great. Listen well to the positive comments they are making. Visualize more people gathering around demonstrating approval and encouragement.

Picture yourself on a stage with large crowds of people cheering and applauding you. They look upon you with respect, hope and admiration in their eyes. Hear the applause directed at you. What do you stand for? What are your key issues? See yourself thank everyone for their continued support and inspiration.

What emotions surface when thinking about working directly in politics? State both positive and negative emotions. How did you feel about being on the stage? Describe your feelings in a paragraph or two.



POLITICAL TRAINING
AFFIRMATIONS

As we begin affirming our capabilities and strengths, they become more real in the mind. Our behavior too changes for the better, as we speak of ourselves in more positive terms. It is estimated that using affirmations for only 10 minutes a day can counterbalance old negative thoughts. Incorporate the following affirmations into your daily schedule and /or write more of your own. Repeat them silently, speak them aloud or write them out.

1. I am energetic, creative, determined and knowledgeable.
2. I have a lot to offer and everyone recognizes it.
3. I always communicate clearly and effectively.
4. I am pleasing to myself in the presence of other people.
5. I enjoy meeting new people.
6. I am surrounded by people who support my work and enjoy giving service to others.
7. I am relaxed and have time for all my activities.
8. I am always in the right place at the right time, successfully engaging in the right activities.
9. People enjoy paying me money for what I enjoy doing most.
10. Life rewards me with abundance.

Sources/References

A Directory of Public Service Internships: Opportunities for the Graduate, Post Graduate and Mid-Career Professional. Washington, D.C.: National Center for Public Service Internship Programs, 1735 Eye St. N.W., Suite 601, Washington, D.C. 20006. 1981.

This directory lists and describes 123 programs, and includes a bibliography of related references and a list of internship clearinghouses.

Dumbaugh, Kerry and Gary Serota. Capitol Jobs: An Insider's Guide To Finding a Job in Congress. Washington, D.C.: Tilden Press, 1982: 9-11.

A small manual amazing for its thoroughness, readability and wit, it walks the reader through the job-hunting process on Capitol Hill, describing staff positions, salary ranges, and tips to land the job.

Foreman, Carolyn Thomas. Indian Women Chiefs. Muskogee, Okla.: Hoffman Printing Co., 1966.

Small but valuable edition.

Students of Amherst College. The Student Guide to Fellowships and Internships. New York: E.P. Dutton, 1980.

The guide was written for students by students to provide information on finding and getting internships (the primary focus) and fellowships. Internships are listed by field: art, science, government and public service, journalism, and many others.

Franzich, Stephen E. Storming Washington: an Intern's Guide to National Government. Washington, D.C.: American Political Sciences Association, 1977.

This guide primarily lists university-sponsored internship programs while also providing information on living in Washington.

The previous numbered page in the original document was blank.

Josephy, Alvin M., Jr. On the Hill: A History of the American Congress. New York: Simon & Schuster, 1979: 50.

The reader is provided with a fascinating, funny and fact-filled history of the Congress, interspersed throughout with dramatic anecdotes and much human feeling.

Mulligan, Kathryn L. Intership Programs for Women. Washington, D.C.: National Society for Internships and Experiential Education, 1980.

This publication contains lists of internship opportunities especially for women with a brief description of each.

Roessel, Ruth. Women in Navajo Society. Rough Rock, Ariz.: Navajo Resource Center, 184 pp., 1981.

Beautifully written book by a Navajo woman. Available from Rough Rock Demonstration School, Star Rt. 1, Rough Rock, Navajo Nation, Ariz. 86503.

"Southwest Indian Women's Conference Proceedings: The Whole Political Area Is Empty and Waiting for Us to Enter," 1975.

Insightful look at Indian women's issues and specifically Navajo women's concerns.

Weatherford, J. McIver. Tribes on the Hill. New York: Rawson, Wade Publishers, Inc., 1981: 3-10.

The author makes unexpected, anthropological comparisons between native cultures around the world and the inhabitants ("tribes") on Capitol Hill, noting similarities in tribal customs and rituals. It's an humorously insightful book.

Wright, Betsey. Campaign Workbook. Washington, D.C.: National Women's Education Fund, 1974, 1978.

Noted in the chapter, an invaluable resource.

A Partial List of Fellowships

Congressional Fellowship Program
American Political Science Association
1527 New Hampshire Avenue N.W.
Washington, D.C. 20036
(202)483-2512

Education Policy Fellowship Program
Institute for Educational Leadership, Inc.
1100 Connecticut Avenue N.W.
Washington, D.C.
(202)822-8714
State fellowships are also available

Intergovernmental Relations Fellowships
Advisory Commission on Intergovernmental Relations
1111 20th Street N.W.
Washington, D.C. 20575
(202)653-5540

National Rural Fellowships and National Urban Fellowships
The National Urban and Rural Fellows, Inc.
1776 Broadway - 22nd Floor
New York, New York 10019
(212) 541-5711

Rotary Foundation Fellowships
Rotary International
1600 Ridge Avenue
Evanston, Illinois 60201
(312)328-0100

Thomas J. Watson Fellowship Program
The Thomas J. Watson Foundation
217 Angell St.
Providence, Rhode Island 02906
(401) 274-1952

White House Fellowship Program
President's Commission on White House Fellowships
712 Jackson Pl. N.W.
Washington, D.C. 20503
(202) 395-4522

Congressional Fellowships on Women
& Public Policy
Women's Research & Education Institute
204 4th St., S.E.
Washington, D.C. 20003
(202) 546-1010 (ask for China Jessup)

Resources for Further Information
On Women And Public Leadership

Campaign Skills Seminar for Candidates and Volunteers
Electoral Politics: New Territory for Women
Developed by: The Political Action Committee
Bernalillo County Women's Political Caucus
Post Office Box 25925
Albuquerque, New Mexico 87125

Center for the American Woman and Politics
Eagleton Institute of Politics
The Rutgers University
New Brunswick, NJ 08901
(201) 932-9384
Contact: Ruth B. Mandel, Director

Center for Women in Government
SUNY
Draper Hall - Room 302
1400 Washington Avenue
Albany, NY 12222
(518) 455-6211
Contact: Nancy Perlman, Executive Director

Congressional Quarterly
Congressional Quarterly, Inc., Publisher
1414 22nd Street, NW
Washington, D.C. 20037

Congressional Record
Capitol Services, Inc., Publisher
511 Second Street, NW
Washington, D.C.

Council for Navajo Women
P.O. Box 1921
Window Rock, Ariz. 86515
Contact: Alyce Rouwalk

Congresswomen's Caucus
2471 Rayburn House Office Building
Washington, D.C. 20515
(202) 225-6740
Contact: Ann Smith, Executive Director

Democratic National Committee
1625 Massachusetts Avenue, N.W.
Washingtonj D.C. 20036
(202) 797-5910
Contact: Landis Neal, Women's Division

Federal Register
Office of the Federal Register, Publisher
General Services Administration
Washington, D.C. 20408

Joint Center for Political Studies
1301 Pennsylvania Avenue, N.W., Suite 400
Washington, D.C. 20004
(202) 626-3500
Contact: Eddie Williams, Director

League of Women Voters of the United States
1730 M. Street, N.W.
Washington, D.C. 20036
(202) 296-1770
Contact: Harriet Hentges, Executive Director

National Association of Latino
Elected and Appointed Officials
430 6th Street, N.E.
Washington, D.C. 20002
(202) 546-2356
Contact: Ed Avila, Executive Director

National Journal
Government Research Corporation, Publisher
1730 M Street, NW
Washington, D.C. 20036

National Women's Education Fund
1410 'Q' Street, N.W.
Washington, D.C. 20009
(202) 462-8606
Contact: Rosalie Whelan, Executive Director

National Women's Political Caucus
1411 K Street, N.W.
11th Floor
Washington, D.C. 20005
(202) 347-4456
Contact: Gayle Melich, Executive Dir.

Organization of Pan Asian American Women
915 15th Street, N.W., Suite 600
Washington, D.C. 20005
(202) 737-1377
Contact: Betty Lee Hawks, Chair

Republican National Committee
310 First Street, S.E.
Washington, D.C. 20003
(202) 484-6500
Contact: Betty Heitman, Co-Chair

Women's Campaign Fund
1725 I Street, N.W., Suite 515
Washington, D.C. 20036
(202) 296-5346
Contact: Ranny Cooper, Executive Dir.

Women's Equity Action League (WEAL)
805 15th Street, N.W., Suite 822
Washington, D.C. 20005
(202) 638-1961
Contact: Char Mollison, Executive Dir.

Women's Research and Education Institute
204 4th Street, S.E.
Washington, D.C. 20003
(202) 546-1010
Contact: Betty Parsons Dooley, Exec. Dir.

Office of the Secretary of State/Elections Board and/or County Clerk:

1. Election Laws
2. Election Statistics
3. Maps of the Districts
4. Listing of Registered Voters

Suggestions for Further Reading

Barone, Michael, and Dutton, E.P. *The 1982 Almanac of American Politics*

Broder, David, and Simon and Schuster. *The Changing of the Guard*.

Baxter, Sandra, and Lansing, Marjorie, *Women and Politics: The Invisible Majority*, The University of Michigan Press.

Chamber of Commerce of the United States. A variety of excellent "how to" guides, frequently updated, including: *Dialogue with the Hill*; *Dialogue with the Agencies and Departments*; *A Letterwriter's Guide to Congress*; *Guidelines for Preparing Effective Testimony*. Washington, D.C.

Chisholm, Shirley, and Miflin, Houghton. *Unbought and Unbossed*

Cuaron, Alicia V. "*Adelante Mujer Hispana*". Available from Women's Bureau, U.S. Dept. of Labor, 200 Constitution Avenue, N.W., Washington, D.C. 20212. A Conference Model for Hispanic Women.

Groennings, Aven and Jonathan P. Hawley, ed. *To Be a Congressman: The Promise and the Power*. Washington, D.C.: Acropolis Books Ltd., 1973.

This realistic study by eleven former Congressional Fellows provides first-hand information on the legislative process and congressional behavior.

Heclo, Hugh. *A Government of Strangers: Executive Politics in Washington*. Washington, D.C.: The Brookings Institution, 1977.

After hundreds of interviews with previous and current federal employees, the author analyzes the precarious relations that exist between political appointees and career bureaucrats in federal agencies and departments.

Jordan, Barbara, and Hearon, Shelby. *Barbara Jordan: A Self Portrait*, Doubleday.

Kanter, Rosabeth Moss. Men and Women of the Corporation, Basic Books.

Mandel, Ruth, Ticknor & Field. In the Running: The New Woman Candidate. Dr. Mandel is the Director of the Center for the American Woman and Politics, Eagleton Institute of Politics - Rutgers University. The book is a product of a collaborative project between CAWP and NWEF.

Moffett, Toby. Nobody's Business: The Political Intruder's Guide to Everyone's State Legislature. Riverside, CT: The Chatham Press Inc., 1973.

The study recounted was conducted by a group, originated by Ralph Nader, who undertakes an in-depth study of their state legislature. Instructions to duplicate and expand the study in other states are included.

Polking, Kirk and Colleen Cannon. 1982 Internships. Cincinnati, OH; Writer's Digest Books, 1982.

This small book lists over 16,000 short-term job opportunities, known as internships, that are located throughout the U.S. and which provide valuable experience in a career field.

U.S. Congress. Official Congressional Directory. Washington, D.C.: U.S. Government Printing Office (published annually).

This valuable resource book lists all Members of Congress with biographical data on each, other entities (e.g., committees and agencies) and titles, all of which constitute the formal structure of Congress.

Viola, Herman J. Diplomats in Buckskins: A History of Indian Delegations in Washington City. Washington, D.C.: Smithsonian Institution Press, 1981.

This very readable book, filled with over 50 illustrations and photographs (some rare and never published before) recounts the story of Indian delegations coming to the nation's capitol, incorporating anecdotes of what happened to them en route and after they arrived.

Votaw, Carmen Delgado. Puerto Rican Women: Some Biographical Profiles. National Conference of Puerto Rican Women, P.O. Box 4804, Washington, D.C. 20008 (Currently out of print, but will be available again in a year).

Women's Caucus Research and Education Fund. Women Winning Elections - The Trends, Myths and Obstacles in Women's Campaigns, 57 Pratt Street, Room 303, Hartford, Connecticut 06103.

Tribal Sovereignty: Leadership Issues

I. Overview

II. The Uniqueness of Tribal Sovereignty: Some Definitions

III. Sovereignty Begins With You

  A. Know Your Tribe

  B. Know Your Community

IV. Sovereignty: The Need for Grassroot Leadership

V. Indian Women Who Have Led Sovereignty Issues

VI. Sovereignty: A Continuing Quest for Survival

  A. "Injustice Has Been Institutionalized for Indian Tribes"
  B. American Indian/Alaska Native - U.S. History -- A Chronology

VII. Summary

IX. Conclusion

TRIBAL SOVEREIGNTY:
Leadership Issues

☐ Overview

Perhaps you will want to skip this final chapter once you read the title. Resist the impulse! After all, you may ask yourself, why should we as lay people, worry about sovereignty issues -- those complex and legalistic areas of Indian law which we often leave to overworked elected tribal leaders and tribal attorneys?

At a recent national "Women and the Law" conference held in Washington, D.C., Vickie Santana (Blackfeet) attorney from Browning, Mont., noted that "the source of power for Indian governments doesn't come from federal or state governments, but from Indian people themselves.

On a similar note, Claudeen Bates Arthur (Navajo) Attorney General, Navajo Nation, spoke about sovereignty during the Northwest Ohoyo conference held in 1982. "I think when you say sovereignty and talk about all these nice words and self-government, I think the thing I would like to say to you as Indian women is that you have to push your tribal government, your tribal councils, your people to DO, to quit talking....Women are the ones who are thinking about future grandchildren, so it's YOUR actions that will make a difference on your tribal councils."

Perhaps the highest calling for Indian women's leadership today is in the arena of confronting sovereignty issues -- on a day-to-day basis. Few other areas are as complex, multi-dimensional, as important to Indian people and as demanding of leadership skills as these sovereignty concerns. Highest utilization of the skills identified in this manual will be the need to translate these intricate and often seemingly abstract matters into simple, community-oriented terms and issues. Even more skill will be needed to devise grassroot efforts that will strengthen and ensure the survival of tribal sovereignty -- and Indians as a people.

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□ The Uniqueness of Tribal Sovereignty: Some Definitions

Helen L. Peterson, Oglala Sioux who served as executive director for National Congress of American Indians for eight years, succinctly describes the uniqueness of American Indians in relation to all the other racial or ethnic groups in America, "civil rights speak to equal opportunity. Indian rights speak to special rights, bought and paid for with land. No other minority has this kind of legal relationship, this unique treaty/trust relationship with the government of the United States."

As someone so aptly said recently: "Indians are the only group who paid in advance for services the government is currently rendering." Yet, Indian people still find it necessary to constantly reinform dominant society about Indian rights and treaty rights. As the congressionally-chartered American Indian Policy Review Commission has said: "One of the greatest obstacles faced by the Indian today in his drive for self-determination and a place in this Nation is the American public's ignorance of the historical relationships of the United States with Indian tribes and the lack of general awareness of the status of the American Indian in our society today." (*Continuing Quest*, 1981)

This lack of awareness was again voiced by another government commission. The U.S. Commission on Civil Rights issued an important study, *Indian Tribes: A Continuing Quest for Survival*, which reinerates this problem.

"There is a relatively consistent body of law whose origins flow from precolonial America to the present day. This body of law is nether well-known nor well-understood by the American public. Federal Indian law -- or, more accurately, United States constitutional law concerning Indian tribes and individuals -- is unique and separate from the rest of American jurisprudence.... Indian law is distinct -- it encompasses Western European international law, specific provisions of the United States Constitution, precolonial treaties, treaties of the United States, an entire volume of the United States Code and numerous decisions of the United States Supreme Court and lower Federal courts."

"The doctrine of domestic tribal sovereignty...is perhaps best described by Felix Cohen in his classic, often quoted work on Indian law: 'The whole course of judicial decision on the nature of Indian tribal powers is marked by adherence to three fundamental principles:

- (1) An Indian tribe possesses, in the first instance, all the powers of any sovereign state.
- (2) Conquest renders the tribe subject to the legislative power of the United States and, in substance, terminates the external powers of the sovereignty of the tribe, e.g., its power to enter into treaties with foreign nations, i.e., its powers of local self-goverment.
- (3) These powers are subject of qualification by treaties and by express legislation of Congress, but, save as thus expressly qualified, full powers of internal sovereignty are vested in the Indian tribes and in their duly constituted organs of government!." (*Continuing Quest*, 1981)

☐ Sovereignty Begins With You

The strengthening of tribal sovereignty begins with you in a sense because the successful self-government of any people depends on an informed and involved citizenship. We have often heard that a whole is only as strong as the summation of its parts. Yet do we as tribal citizens add to the strength of our tribes by being as knowledgeable about the tribe, our culture, our treaties, our legal rights, our responsibilities and today's crucial responsibilities to make important decisions about future directions?

Know Your Tribe

Though tribal sovereignty is "an inherent power...." and one that "neither the passage of time nor apparent assimilation of Indians can be interpreted as diminishing..." (Cohen, 1982) we all know that there are instances when our rights as Indian people can be diminished in the court room and eroded in every day use. As we confront complex, every-day issues in Indian Child Welfare, in our health programs, in our education services and other areas which are vital to Indian people we must begin with a thorough knowledge of our tribe as we proceed to tackle issues and conflicts.

Action Steps

As you complete the Tribal Profile on the pages which follow, you will begin the process of strengthening your ability to access the impact of current issues on your family, career, community and tribe as an informed tribal citizen. Also, turn back to page 304 and review what you have written for *Analyzing Your Community*.

GATHER BASIC INFORMATION

Analyzing Your Tribe(s)*

Use separate sheets to answer to following questions.

General Characteristics

Name of Reservation
Name of counties and state(s)
Name of Tribe
Name of Tribal Headquarters (Address/Telephone #)

Land Status

Total acreage of reservation
Total acreage of tribal land
Total acreage of allotted land
Total acreage of private land
Total acreage of federal land
Total acreage of other lands

Developed Areas: (sketch a rough map of land your tribe encompasses and include location of following)

Agriculture
Timber (forestry)
Rangeland
Mining
Educational Center
Commercial
Industrial
Municipal
Residential

History

Write a brief narrative describing when the reservation was established and how it was established (or the evolution of the current status).

Culture

A narrative describing their origin and lifestyle, including principle tribal language(s) and parent(s) stock(s) of the language(s).

Political Characteristics:

In which congressional district is tribe located?
Is tribe included on campaign circuit during elections?
Has a voter registration drive been implemented on the reservation in the past five years?
What percentage of eligible voters on the reservation participated in the last...

	Percent	Year
Presidential Election		
Congressional Election		
State Election		
Tribal Election		

Demographics	Male	Female
Population Data		
Total Tribal enrollment		
Tribal members on reservation (within tribal boundaries)		
Tribal members off reservation (outside tribal boundaries)		
Non-tribal Indians on reservation (within tribal boundaries)		
Total Indians on reservation (within boundaries)		
Service area population		
Presently served		
Eligible for services		
Population by age group		
Average per capita income of tribal members		
Average family income		

Labor Force	Male	Female
Total population under 16 years of age		
Total 16 and under		
Potential labor force		
Employed		
Of unemployed, those seeking work		
Unemployment rate		
Labor skills chart		

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*Adapted from a Council of Energy Resource Tribes Tribal Profile.

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Analyzing Your Tribe

Education	Number	Enrollment
Elementary		
Junior High		
Senior High		
Junior College (Name)		
Four-year College/University (Name)		
Trade or Vocational		
Private Schools on Reservation		

Resources

Write a brief narrative describing resources held by the tribe and include ownership: tribal, individual, leased, contracted and permitted, federal or state. Include all resources: agriculture, timber, rangeland, rivers, lakes, streams, mineral rock (oil, natural gas, uranium, coal, rock/ore, geothermal, hydro-electric, oil shale) and wildlife (game, non-game, fish, other).

Government

Name of governing body
Number of members
How are members elected
Length of term
How often do they meet
Date of election
List names of council people
List council committees
List tribal offices, departments

Tribal Economy

Obtain a copy of the tribal budget
GNP (Gross National Product) or GRP (Gross Reservation Product)
List Tribal Enterprises (name, address, telephone, nature of service/product)

Tribal Goals and Objectives

State tribal goals or objectives, either general and/or overall state function and tasks of each tribal division/department. Has the tribe conducted a projected forecast for the next five years? ten years? until end of year 2000?

Transportation Facilities

Public Air Service Nearest to Tribe
Railroads serving the tribal area
Motor carrier serving tribe (include interstate, intrastate & bus lines)

Health Care

Name hospital(s) serving tribal area
Health Care Personnel
    Number of Practicing Physicians
    Number of Practicing Dentists
    Number of Practicing Dentists
    Number of Practicing Nurses (RN & LPN)

Utilities

Natural Gas: Distributor
Electricity: Supplier
Water System: Owned by?
Sewage Disposal: Sewage Treatment Plant
Telephone Service: Distributor

Communication Services

Newspapers published in tribal area (daily & weekly)
Television stations serving tribal area (any tribally owned?)
Radio stations serving tribal area (any tribally owned?)
Cable TV serving tribal area

Commercial Services

List financial institutions serving tribal area
List commercial services (machine shop, electric motor repair, sheet metal, auto repair, others)

Recreation

List state, national and tribal recreation facilities that serve tribal area
List theaters, bowling alleys, restaurants, tennis courts, swimming pools, golf courses, etc.

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Continue this knowledge-building exercise by answering the following questions or setting aside time in the future to become more aware of the items mentioned below:

- Does your tribe have a constitution? If so, have you ever read the document or do you have a copy of it? (Check with your tribal headquarters).
- When was the last time you read the minutes of a tribal council meeting? Are these minutes published by your tribal newspaper or are they posted at tribal offices?
- When was the last time you attended a tribal council meeting? When was the last time you attended a council meeting to present your viewpoint on some issue?
- Did you vote in the last tribal election?

Know Your Community

As you build knowledge of your tribe and community through becoming better acquainted with your tribe's demographic, geographic and cultural specifics, it is important not to overlook the importance of another aspect of tribal self-government: the people. To know tribal interests is to know the people. To begin to address sovereignty issues, we must know what tribal members say, want, oppose and the differences of opinions that color any constituency.

Viola Peterson (Miami), the first woman chairperson of National Advisory Council on Indian Education, told conference participants at Ohoyo's Tahlequah conference in 1981: "I swear that you can't do anything locally, statewide or nationally until you have the support of your own people. You have seen Indian people go out and give these big lectures and expound about things, but if you don't have grassroots support from people at home, you're shot down before you start.

"So discuss (issues) thoroughly with folks at home -- your people, neighbors, sisters, brothers, aunts, teachers -- anybody that will listen. Just pound their ear and discuss it. Don't be afraid to talk it out. Doing this, of course, you use all the local forum for input regarding both support and questions about possible opposition..."

"While doing all these things, keep notes with the names, dates, places of the meetings, the people you've talked to. Record the dates. And, what I have done on certain issues when I've been involved -- just keep running notes," she urged while encouraging women to build networks of communication within home communities before taking issues to larger forums.

As you build better awareness of your tribe, community and sovereignty issues, remember Claudeen Arthur's words about sovereignty: "Action is the word in tribal government as far as I am concerned...We think tomorrow, we think next year. But, if tribes expect to exist they have to think, 'what about the next 100 years?' Is yourtribe going to be here 100 years from now? And, if you expect it to be, then you have to think today what you're doing that is going to make your tribe a viable, living, growing entity 100 years from now."

☐ Sovereignty: The Need for Grassroot Leadership

Preceding chapters of the *Manual* addressed overall leadership development and the utilization of these basic leadership skills to address the poverty of Indian women, to strengthen the ranks of Indian women in nontraditional careers, to multiply the number of Indian business women in private and tribal business and to add to the number of Indian women who run for office or reap the benefits of participation in the political process.

As the concluding chapter of this publication, issues in tribal sovereignty represents what we feel is the most challenging utilization of leadersip skills.

It is important to remember that there are many forms and styles of leadership and that whatever time and energy you are willing to contribute to help build concensus within your tribe and community on the vital issues whcih confront Indian people will be entirely dependent on your goals, style and approach.

The Need for Education

What is clear concerning challenges that currently confront Indian people is that there always exists a need for better education concerning these issues at every level. We began by better informing ourselves about our tribes and communities and now as we look toward some major issues that confront Indian people it is necessary to acknowledge that no one knows everything about Indian law, resources, sovereignty, tribal government, education, health, legislation or most of the legalistic tape that entwines

Indian people and the Federal government. Recognizing that there is an information gap in our tribes, ourselves, our communities and in the dominant society, is the second step toward attaining better communications between us as Indian people.

Several national organizations listed at the end of the chapter, offer resources which will help us better translate these complexities into simpler and more understandable terms. Community education can begin your efforts to utilize leadership skills in this arena. Leadership -- self help will begin when many Indian people seek to better inform themselves of the issues and then better inform legislators, tribal government leaders and national support organizations of what Indian people want for themselves in each issue. This is an ongoing process and should involve your entire community.

Action Steps

- Does your tribe have a library of publications that will help tribal members better understand health, education, legal, natural resource and other issues?
- Does the library which serves your tribal area offer these resources?
- Does your tribal education department have audiovisuals or other teaching tools that can be used in focusing tribal members on these issues. Does a nearby library or college?
- Look over the books noted at the end of the chapter. Are these and other publications readily available for community review?
- Make a list of such resources, audiovisuals and publications that are not currently available to your community.
- Are gratis copies of these resources available from organizations listed at the end of the chapter? Would they be available for loan or could a nearby library order them?

☐ Indian Women Who Have Led Sovereignty Issues

As you completed the exercise in the preceding "Campaign" chapter on documenting Indian women's service, were you able to identify women who have been in the forefront of sovereignty issues for your tribe? Undoubtably there have been many, both named and unnamed in tribal history (oral histories) who provided leadership on crucial tribal issues.

Throughout its four years of existence, Ohoyo Resource Center has sought to identify tribal women working to address Indian issues at every level: tribal, community, state, national and international. The list, which is by all means incomplete, is very long and distinguished, This includes for the most part contemporary women because our reserach is aimed toward making these women and their skills more visible to those who need their assistance, input and support. Among these distinguished women are the few named below as examples of the overall efforts of Indian women to address sovereignty issues -- on a day-to-day basis.

- Ada Deer (Menominee) always comes to mind in discussions of tribal sovereignty, since she was instrumental in helping her tribe, the Menominee of Wisconsin, regain federal recognition after they were terminated. As the first tribe to win such a reversal, the Menominees demonstrated that not only could a public law such as the Termination Act which severed all federal recognition of their tribe's sovereignty powers be reversed, but it could be done through a grassroot effort beginning with the tribe itself.

- Both Ramona Bennett (Puyallup) and Janet McCloud (Tulalip) are well-known names in the Northwest struggle to retain and enhance fishing rights. Both women continue leadership today in these and other vital areas of tribal sovereignty.

- Debra Harry (Northern Paiute) from Pyramid Lake Reservation in northern Nev.; Janet Moose (Southern Paiute) from Reno, Nev., and Pearl Dann (Shoshone) of Beowawe, Nev. were instrumental in focusing attention on proposed basing of MX Missile sites on Shoshone land recently.

- Bette Mele (Seneca), former president of Indian Rights Association, helped focus attention on the proposed construction of the Kinzua dam on her reservation. Though the dam was eventually built, reducing Seneca lands by one-fourth, the tribe built a network of allies and supporters for future issues.

- Mildred Sparks (Tlingit), known as "Mother of Many Tlingits" exemplifies the courageous efforts of Alaska Native women in the arena of land claim settlements which have dominated the Alaska scene for decades. Twice president, Alaska Native Sisterhood Grand Camp, and honored by Alaska Statewide

Native Women's Organization recently for her many efforts to preserve Native culture, Mildred began early involvement in land suits by collecting door-to-door in 1932 for a fund to pay tribal attorneys.

- Exemplifying ongoing efforts in the national arena of tribal issues are Indian women who work with such national Indian organizations as Native American Rights Fund (NARF), National Congress of American Indian (NCAI) and many others. Attorney Jeanne Whiteing (Blackfeet/Cahuilla), deputy director of NARF and countless others have been instrumental in issues of natural resources, hunting and fishing, jurisdiction and land-related issues by representing tribes and Indian individuals.
- Similarily, Ella Mae Horse (Cherokee) has made distinguished contributions during 10 years' experience in federal legislative field. She was at the forefront of such important legislation as Tribally-Controlled Community College Act and other vital issues of education.

These outstanding women serve as reminders of the many, many Indian women who have used their leadership skills to address and better Indian issues.

☐ Identifying Current Sovereignty Issues

Issues which confront tribes and Indian people are as diverse as the 500 federally-recognized tribes themselves. And, yet, there are always the major, ongoing issues of termination threat and treaty abrogation attempts. A shifting political arena determines how one juggles the importance of these and other issues constantly facing tribes. The examples which follow serve to illustrate only a few of the issues which currently demand attention.

- Education -- A Trust Responsibility? Former Bacon College President, Dr. Dean Chavers (Lumbee) frequently issues a column on current Indian affairs. A recent column addressed the status of education as a trust responsibility. "For the past two years, a new debate has been raging in Indian Country about the good faith of the U.S. government. This time it is over the question of whether the U.S. has a trust responsibility to provide education to Indians. (Current) Indian policy makers say no, while Indians say yes.

"The debate started with the leak in February 1982 of an unsigned memo from the Office of Indian Education Programs (IOEP) in the Bureau of Indian Affairs.... The memo, which was on plain paper with no letterhead, said in its second paragraph that 'Indian Education is not a trust responsibility as trust responsibility relates to land, water, minerals and other physical resources'."

Most noticeable in this arena of discussion is proposed closing of Indian boarding schools. Clearly, education which is so vital to Indian communities will remain a volatile issue in Indian country for a long time to come.

Health -- Budget Cuts. At the "Women and Law Conference" mentioned earlier, Indian women panelists spoke to the need for better knowledge of the health problems that Indian people encounter. Dorreen Lonefight (Arikara) a health professional from Reston, Va., urged participants not to generalize about American Indian-Alaska Native health problems. While diabetes may be a leading health problem on many reservations, she noted that high rates of cancer or tuberculosis are more prevalant. She concluded by citing issues that the audience of law students, paralegals and practicing attorneys could become involved with: instances of Indian Health Service negligence, sterilization issues and the use of traditional medicine.

There has been much discussion lately about possible denial of such vital services as kidney dialysis to Indian patients in southern Arizona in an effort to ration artificial kidney treatments and save the government "about $500,000 annually." Average cost of the kidney dialysis per patient per year has been estimated at $25,000. Many times a careful examination of Indian Health Service proposed budget does not offer the lay reader a clear understanding of the services that would be eliminated with reduced funding. It was very clear recently, however, that elimination of funds for Community Health Representatives would cut-off services to many elderly Indian patients in rural areas.

Termination -- Both Subtle and Overt Attempts. A prototype Council of Energy Resource Tribes (CERT) Report Spring 1983 edition previewed a new termination attempt. "A potential head-on collision between the property rights of Indian tribes and the property interests of the nation's farmers and agribusiness may occur soon if the American Farm Bureau Federation (AFBF) succeeds in getting introduced in Congress a draft bill which would terminate the federal trust relationship between the federal government and Indian tribes.

"The AFBF draft tribal termination bill,entitled 'The American Indian Property Right Act of 1983,' in the formative stages for nearly two years, calls for the 'termination of federal supervision over the trust properties of Indians, the transfer of Indian reservation lands to the several Indian tribes for disposal to members of Indian tribes, to provide education and vocational training projects, economic studies and loans for a termination of federal services furnished Indian because of their status as Indians.

"Scarce water supplies in the semi-arid West, over 50 Indian water lawsuits before the courts and fears of farmers that tribes may take an 'unfair share' of remaining unadjudicated waters are the apparent matrix for the pending collision between the AFBF and Indian tribes if the bill is advanced into Congress."

The article (which is reprinted in its entirety in the "Activities" section of this chapter) further explores past termination attempts. "During the infamous Termination Era of the 1950s during the Eisenhower presidency, the U.S. Congress enacted House Concurrent Resolution 108. Under that resolution, a total of 107 tribes and bands were subject to the termination of trusteeship in the states of South Carolina, Wisconsin, Nebraska, Oklahoma, Utah, Texas, California, and Oregon. And a total of 1.3 million acres of former trust lands went onto the public market."

"Throughout the 1970s and early 1980s, however, reflecting a national policy shift the U.S. Congress reversed termination and restored to federal tribal status the Menominee of Wisconsin, the Modoc, Ottawa, Peoria and Wyandotte of Oklahoma, the Paiutes of Utah and the Silet and Cow Creek Umpqua of Oregon. And in the late 1970s a federal district court in California by court order reversed the terminated status for the Hopland, Robinson and Upper Lake Rancherias. And another class action suit on behalf of 40 other Indian rancherias is also before a California federal district court."

"The most recent tribal termination bill before the U.S. Congress was the Native Americans Equal Opportunity Act introduced in the Congress September 12, 1977 by Rep. Jack Cunningham, R-Wash., H.R. 9054. The Cunningham bill required the President to declare Indian treaties abolished to shut down the BIA and to terminate the federal-tribal trust relationship. The one-term congressman was defeated by Rep. Mike Lawry backing Indian treaties and rights."

- Subsistence Rights -- An Alaska Referendum. Alaska Natives led a successful right recently to protect Native subsistence rights. A state referendum was held November 2, 1982, to decide whether Natives would retain subsistence hunting and fishing rights or if "equality under the law" would provide non-Indians expanded hunting and fishing rights. The state-wide referendum was a resounding success for Natives who retained original wording guaranteeing their subsistence rights.

Attention to the issues thatthreaten the existence of Indian tribes, treaty rights and federal trust responsibility are constantly before us in many different forms and guises. As Attorney Roberta Ferror (Rosebud Sioux) states: "In 1983,the threat of termination bubbles up, over, sneaks up behind and approaches head on. The form it takes may be in the shape of federal policy to not adequately fund functions obligated by treaty or trust responsibility."

"It may be the dominant society seducing Indian people away from their culture of acting out suffocating racism. It may manifest itself in words and indoctrination of backlash groups such as the Interstate Congress for Equal Rights and Responsibilities (which sounds very pro-Indian) and of course it may come in the form of actual legislation," Ferron said.

Indian law expert Felix Cohan whose HANDBOOK OF FEDERAL INDIAN LAW is a cornerstone reference ably voiced his perception of the shifting winds which constantly beseign Indian issues. "Like the miner's canary, the Indian marks the shifts from fresh air to poison gas in our political atmosphere; and our treatment of Indians, even more than our treatment of other minorities, reflects the rise and fall in our democratic faith..."

Action Steps

- Name some current issues which confront your tribe and community.
- Prioritize these issues as to which ones pose the greatest threat to your tribes' sovereignty.
- Are these issues which have confronted the tribe before? List ways in which they were handled in the past. Would this approach be effective again? Why or why not.

☐ Sovereignty: A Continuing Quest for Survival

Political advocate Ada Deer likes to remind young Indian people who are frightened by current termination attempts that "Indian people are survivors. These old issues of termination and treaty abrogation are constantly popping up again and again." With this reminder she then issues another Deerism: "Organize, don't agonize!"

Few publications address the overall tribal "quest for survival," as succinctly as U.S. Commission on Civil Rights report: *Indian Tribes: A Continuing Quest For Survival.*

Published in mid-1981 after a ten-year study, the nearly 200-page report details the Commission's investigation of the federal government's relationship and attitude toward Indian tribes. Also included in the report is an overview of federal Indian law and an historical analysis of Indian-federal interrelations. Of major concern throughout Indian Country, where the report was well-received, was the Commission recommendation that Congress "recognize Indian tribes on the same basis as it recognizes States and their subdivisions for purposes of general funding."

Also presented in the report were recommendations that:

- Provision be made for coordination of Indian policy throughout the Executive Branch.
- An Office of Indian Rights be reestablished within the Department of Justice.
- The FBI be relieved of its primary role for investigating major crimes occurring in Indian Country and this responsibility be assumed by the Bureau of Indian Affairs.
- Congress enact legislation permitting Indian tribes, at their option, to assume criminal jurisdiction over all persons within reservation boundaries.
- Congress provide independent counsels for tribes in instances where the government has a conflict of interest in arbitration of Indian suits.
- A joint Congressional Oversight Committee on Indian Affairs be established.
- Congress establish a national institute to preserve and promugate Indian culture, arts and values.

Included below is a more indepth overview of the Commission report by Leslie Marmon Silko (Laguna Pueblo). Perhaps best known for her highly acclaimed novel, THE CEREMONY, Silko is the Recipient of a prestigious MacArthur Foundation fellowship. Her summary which originally appeared in the *Los Angeles Times* provides a useful teaching tool for non-Indians who would not otherwise have known about the decade-long research conducted by the Commission nor their findings.

Injustice Has Been Institutionalized for Indian Tribes

By Leslie Marmon Silko (Laguna Pueblo)
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Until Indian activists occupied Alcatraz and marched across the country on the Trail of Broken Treaties, and occupied the Bureau of Indian Affairs Building in Washington, much of the general public was content to think the Indian nations had gone out with the buffalo.

But the occupation and siege at Wounded Knee in 1973 forced America to acknowledge shameful chapters in American history that had been conveniently whitewashed for so long. Unfortunately, the history lessons supplied in 1973 by the media were often simplistic and inaccurate, and they failed to report the validity of the Indian claims, of treaty violations and the legitimacy of other Indian grievances. The old Hollywood stereotypes of the hostile Indian uprisings were generally reinforced.

Eight years after the siege of Wounded Knee, the U.S. Commission on Civil Rights has issued a report titled, "Indian Tribes: A Continuing Quest for Survival."

Although the report is long overdue, it is a landmark for two reasons. It was compiled and written largely by a staff of American Indian lawyers and Indian legal specialists who advance a unique perspective of American history and jurisprudence, and it provides the general public with detailed information that documents the history of Indian tribes and the American legal system. The basic findings--that "civil rights violations are prompted by public ignorance of Indian rights and by the failure of appropriate parties to respond promptly to any infringement of Indian rights:"--will surprise no one. But the report does not hesitate to identify the "appropriate parties" or to document the deplorable tactics that federal and state governments have used to plunder Indian land, water and energy resources.

Resulting from nearly a decade of hearings and study, the report among other recommendations, urges Congress to recognize Indian tribes on the same basis as it recognizes states and their subdivisions for distribution of federal funds, recommends a joint congressional oversight committee on Indian affairs and asks for "impact statements" when contemplated federal action might affect Indian rights. The Civil Rights Commission included no details, however, of what new legislation might be required, nor did it offer many specifics on change in such matters as federal funding.

But by detailing the long history of Indian nations' principles of international law in the 14th century to pending land claims lawsuits in the 1980s, the Civil Rights Commission takes an important first step in wiping out public ignorance of Indian rights. Any questions about the unique legal status of American Indian tribes as "sovereign nations" or about the legal basis for Indian treaty rights and claims are answered in this document.

If you've ever wondered, "What right do those Washington and Oregon Indians have to 50 percent of the salmon and steelhead runs?" or "What makes those Indians think they own all of Maine and half of Massachusetts?," then read this report. Arthur Fleming, chairman of Civil Rights Commission, has observed, "There are a great many adults who do not have an understanding of the treaties, of tribal government and the implications of it...and they are reacting from a position of no knowledge."

One of the more original and controversial views to emerge from this document is that greed, not racism, per se, accounts for the apparent anti-Indian backlash: "The non-Indian interests, both governmental and private, that have been unfairly profiting at Indian expense have found their individual advantages disrupted by Indian legal and political victories and have organized to recapture their preferential position," the report states. The majority of Americans are not necessarily "anti-Indian," but profiteers know how to manipulate the ignorance of the American public and the racism that is generated, not as an end in itself, but as a means to ensure continued profiteering by special interests at the expense of Indian tribes.

As the report clearly indicates, the stakes are high: Indian water rights to the Colorado, Rio Grande, San Juan, Gila and Salt Rivers will have far-reaching effects on the growth and quality of life in Los Angeles, Phoenix, Tucson, Albuquerque and El Paso. Indian tribes control 3 percent of the total national oil and gas reserves and 7 percent to 13 percent of U.S. coal deposits. Indian tribes control a large number of extensive uranium deposits. In Washington and Oregon, enforcement of treaty provisions governing salmon and steel-head fishing rights of the Puyallup, Nisqually, Yakima and other Northwestern tribes involves millions of dollars each season.

From the beginning, the European governments viewed the Indian tribes of the Western Hemisphere as sovereign nations, and even as conquered sovereign nations, international law and protocal dictated that all dealings with the Indian nations be legitimized in formal treaties. This, of course, did not save those Indian tribes from mass extermination, torture or slavery, but it did require that the Europeans clothe these criminal activities with "legal procedures" so that, from the beginning, the bloody business was legitimized or justified by formal treaties that were acknowledged by all other Western European governments.

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Bound by pre-existing international treaties, America's founders found it necessary to acknowledge Indian tribes as distinct political entities in the constitutional clause giving Congress the power "to regulate Commerce with Foreign Nations, and among the several states, and with the Indian Tribes." Thus the Civil Rights Commission report emphasizes that Indian tribes have had a unique separate legal and political status in American jurisprudence from the very beginning. This clarifies a most damaging and prevalent misconception: that Indian tribes demand fishing rights and other treaty rights solely on the basis of race, inviolation of the 14th Amendment to the U.S. Constitution.

The report cites the U.S. 9th Circuit Court of Appeals, which found that "race was only a factor in determining who was a member of the specific political group that had a treaty agreement with the U.S. Indians who were not members of treaty tribes, had no special rights and, as a race, were subject to fishing laws of the state just like anyone else." As the report goes on to explain, negotiations of treaties with tribes of Washington and Oregon were conducted during peace-time. No wars were fought. The treaties negotiated then were, basically, contracts in which Northwest coastal tribes and others gave non-Indians land to settle in exchange for promises of protection of their traditional fishing and hunting practices. Simply stated, the tribes of the Northwest kept their part of the bargain and it is high time the federal and state governments keep theirs.

The commission findings on land claims, law enforcement and civil rights for Indian tribes, while they will come as no surprise to Indians, spell out similar violations of Indian rights by federal and state governments. For a carefully documented step-by-step example of such an outrage, read, on page 95 of the Commission's report, how the solicitor general of the U.S. very nearly lost treaty rights that the Puyallup Indians had spent years asserting and defending. This, perhaps has always been the greatest outrage: that for American Indians, the worst violations came not at the hands of private individuals acting out of racist perversions, but from the federal government itself.

Most Americans, while they may not know much about Indian cultures or Indian treaty rights, tend to harbor a special sentiment for American Indians that is not held for other minority groups in America. Whether this is a dim recognition of the fact that Indians were here first or whether it is merely a romantic American notion is difficult to determine. The American public has difficulty believing such injustice continues to be inflicted upon Indian people because Americans assume that the sympathy or tolerance they feel toward Indians is somehow "felt" or transferred to the government policy that deals with Indians. This is not the case, for American Indians, injustice has been institutionalized and is administered by federal and state governments. In this regard, the United States is not so different from the racist governments of South Africa and formerly, Rhodesia. The report observes: "Without wealth or political power, Indian tribes have to rely upon the constitutional-legal system and the moral conscience of society for survival...If this society, through its government, does not live up to its promises and commitments to Indian people, then no rights are secure."

This article is reprinted with permission from Leslie Marmon Silko. Perhaps best known for her highly acclaimed novel, The Ceremony, Silko was recently honored as recipient of a MacArthur Foundation fellowship. Her recent efforts include publication of The Storyteller and development of a new film, Arrow Boy and The Witches.

The chronology which is included on the following pages provides a visual overview of Federal-Indian relations.

Action Steps

- Quickly review the chronology, again. Now, see if you can make a similar chronology for your tribe of tribal-governmental relations.
- Expand the chronology to include today's current events.
- Are the publications which were used to adapt the chronology listed [illegible] part of your library system?

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American Indian/Alaska Native-United States History:

A Chronology*

From "The Quest for Quality Education"
Publication of National Education Association
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Beginning	Self-determination	
1492	Colonial Period	Indians assist European colonists. Colonists exploit Indians through the extraction of resources and local products, forced labor, and importation of European life. Colonists use the treaties to acquire land and regulate transactions. Some treaties stipulate the employment of people to teach Indians. The Society of Jesus establishes a school in Cuba for the Indians of Florida (1568). Moore's Charity School (later Dartmouth College) is established as a training school for Indian and English youth (1617). William and Mary College opens a special house for Indian students (1723).
1776	Early U.S.-Indian Relations	The first treaty between the U.S. and an Indian nation is signed with the Delawares (1778). Indians are needed as allies in wars with Europe. The U.S. Constitution gives Congress "the power to regulate commerce...with the Indian Tribes" and excludes "Indians not taxed" from the process of apportioning representatives (1789). Indian land is exchanged for services from the U.S. Government. A federal responsibility for Indian education is established. Congress authorizes funds "to promote civilization among the savages" (1802). The Cherokees and Choctaws develop their own school systems (1802). The Bureau of Indian Trade is established (1806) and abolished (1822). Christianizing missions spread west of the Mississippi in a massive movement--aided by Congressional funding of a Civilization Fund (1819). The Bureau of Indian Affairs is created in the War Department (1824).
1830	Removal Era	Tribes living in the southeastern U.S. are coerced into moving west of the Mississippi River. The assimilationist movement begins. The Bureau of Indian Affairs is transferred to the Department of the Interior (1849). The number of federal Indian schools reaches 37.
1850	Reservations and Wars	The Court of Claims is established (1855); broken treaty claims are excluded. The first boarding school is established on the Yakima Indian Reservation in Washington (1860). The U.S. purchases Alaska from Russia (1867). Lands are set aside for occupancy by individual tribes and groups of tribes. White settlers expand into the West. Treaties are negotiated which secure land for settlers and establish reservations and limited assistance programs for Indians. The Transcontinental Railroad is completed (1869). Congress authorizes funds to operate federal industrial schools for Indians (1870). The treaty making period ends (1871). Seventeen Indian students enroll in Hampton Normal and Industrial Institute in Hampton, Va. (1878). Indians attend the school until 1923. Carlisle Indian School is established in an abandoned Army barracks in Carlisle, Pa. (1879).

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* Adapted from U.S. Commission on Civil Rights. *"Indian Tribes: A Continuing Quest for Survival."* Washington, D.C.: The Commission, June 1981; S. Lyman Tyler. *"A History of Indian Policy."* Washington, D.C.: Government Printing Office, 1973; Kurt Blue Dog. *"A Legal Position Paper on Indian Education."* Native American Rights Fund, Boulder, CO, 1979; and Thompson, Thomas, editor: *"The Schooling of Native American."* Washington, D.C.: American Association of Colleges for Teacher Education and U.S. Office of Education, Teacher Corps., 1978.

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1880

Assimilation
and
Allotment

The boarding school movement grows. The number of federal Indian schools reaches 106.
Abandoned military posts are used for educating Indians.
Haskell Indian School is established in Lawrence, Kansas(1882).
The Moravian mission school is established in Bethel, Alaska (1885).
The Lumbees establish their own school system in North Carolina and found Old Main Indian College in Pembroke, N.C. (1887).
The Allotment system is established under the General Allotment (Dawes) Act to allot reservation land to Indian families and individuals and to allow lands not allotted to be sold to the U.S. and opened for homesteading (1887).
Rations are withheld from Indian parents who refuse to keep their children in school (1892).
Federal teachers and physicians are placed under the U.S. Civil Service (1892).
Parental consent is required for removing children to out-of-state boarding schools (1894).
BIA police forces and courts are placed on reservations.
The traditional Indian means of support end and economic dependence on BIA grows.
Congress abolishes the Oklahoma Cherokee school system (1906).
A uniform course of study is introduced into all federal Indian schools (1916).
Federal educational services are limited to children of one-fourth or more Indian blood (1918).
Indian students in public schools, for the first time, outnumber those in federal schools (1920).
The Snyder Act authorizes the Bureau of Indian Affairs to establish and fund educational programs that benefit Indians (1921).
Congress grants citizenship to Indians (1924).
The Meriam Report is issued by the Brookings Institution criticizing federal Indian policies (1928).
Indian lawyers and activists move to protect reservations.

1930

Indian
Reorganization
Act

The Indian Reorganization Act ends the allotment system, establishes an employment preference for Indians in BIA, and provides a mechanism for chartering and reorganizing tribal governments--reversing the trend of breaking up tribes(1934).
The Johnson-O'Malley Act authorizes contracts with states, territories, political subdivisions, and nonprofit agencies for the education, medical attention, agricultural assistance and social welfare of Indians. It eases the impact of tax-free Indian lands on a state's ability to provide services (1934).
The National Congress of American Indians is organized (1944).

1945

Termination
Period

Pressure builds in Congress to transfer trust land to non-Indian ownership and to terminate tribes from federal protection, especially those having valuable resources.
Two and one-half million acres are removed from protected status, and 12,000 Indians lose tribal affiliations and political relationships with the U.S. Statutes are enacted terminating over 100 tribes, including the Klamaths and Menominees (1954-1962).
The Indian Claims Commission is created (1946).
The BIA ends its operation of all Indian schools in Idaho, Michigan, Washington, and Wisconsin. California and Oregon assume full responsibility for Indian education. The boarding school system is expanded (1953).
Indian leaders begin to participate in curriculum revision in federal Indian schools (1955).
Congress expands vocational education programs for Indian adults living on or near reservations (1956).
Indians are included in PL 81-874 (Federally Impacted Areas Act of 1950) and PL 81-815 (School Facilities Construction Act of 1950) in 1958.
United Scholarship Services is founded in Denver, Colorado, to help Indian undergraduates (1960).
The Rocky Boys School is opened on a Montana reservation under an Indian Board of Education (1960).
The Institute on American Indian Arts is founded in Santa Fe, New Mexico (1962).
The American Indian Historical Society is founded in San Francisco, California, to correct the treatment of Indians in textbooks and to publish materials about Indian history (1964).

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1965

Self-Determination

The termination policy is rejected.

Great Society programs are begun. The Economic Opportunity Act (1964) authorizes Heat Start, Upward Bound, Job Corps, Vista, and the Indian Community Action Program. The Elementary and Secondary Education Act provides aid for disadvantaged youth (1965).

There is increased tribal participation in local government.

Indian Teacher Corps projects are begun in Niobrara, Macy, and Winnebago, Nebraska (1966).

The Rough Rock Demonstration School opens in Chinle, Arizona, under an elected Navajo Board of Education (1966).

The BIA establishes the National Indian Education Advisory Committee (1967).

All-Indian Teacher Corps projects are begun in Alaska, Arizona, Minnesota, Montana, North Dakota, South Dakota, Washington, Wisconsin, and Wyoming (1968).

Navajo Community College is founded in Tsaile, Arizona (1968).

President Johnson directs the BIA to establish advisory school boards at all federal Indian schools (1968).

The Report of the Kenneday Subcommittee, *Indian Education: A National Tragedy--A National Challenge*, recommends increased Indian control of education, the creation of an exemplary federal school system, and the establishment of a National Indian Board of Education (1969).

The Alaska National Claims Settlement Act provides Alaska Natives title to surface lands and subsurface resources for 40 million acres and authorizes 12 Regional Corporations. Alaska Natives start to manage their own affairs and negotiate with the government and agencies for better services, including education (1971).

The National Tribal Chairman's Association is formed (1971).

The BIA implements Project TRIBE to yield considerable school control to Indian tribes and communities.

The National Indian Education Association is founded in Minneapolis, Minnesota (1970).

The Coalition of Indian Controlled School Boards is formed in Boulder, Colorado (1971).

The Indian Education Act (Title IV of the Education Amendments of 1972) is enacted to meet the special needs of Indian students in public schools having ten or more Indian students; to establish a National Advisory Council on Indian Education, to train teachers of Indian children; to give priority funding to Indian tribes and organizations in the use of discretionary program money; and to begin work with Indian community colleges (1972; reauthorization in 1984).

Several higher education institutions are established: Lakota Higher Education Center for the Oglala Sioux (Pine Ridge, S.D.); Sinte Gleska College Center for the Rosebud Sioux (Rosebud, S.D.); Hehaka Sapa College at D-Q University in Davis, Ca.; Turtle Mountain Community College for the Montana Chipewa (Belcourt, N.D.); Standing Rock Community College for the Standing Rock Sioux (Fort Yates, N.D.); American Indian Satellite Community College for the Omaha, Winnebago, and Santee, Nebr.; Fort Berthold Community College Center for the Mandan, Hidatsa, and Arickara (New Town, N.D.); and Sisseton-Wahpeton Community College for the Sisseton-Wahpeton Sioux (Sisseton, S.D.).

Tribally authorized histories are published, including those of the Southern Utes, Navajos, Nez Perce, and Zuni (1973).

The Indian Self-Determination and Assistance Act promotes "maximum Indian participation in the government and education of the Indian people" (1975).

The Tribally Controlled Community College Assistance Act provides grants for the operation and improvement of such colleges (1978).

The education Amendments Act provides for standards for the basic education of Indian children in BIA schools (1978).

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☐ Summary

As Indian women reach higher for individual leadership development and hone leadership skills it is our hope that these skills will ultimately reinforce the right of Indian people to exist as Indian people. Of the 1,000+ women identified by *Ohoyo One Thousand: A Resource Guide of American Indian-Alaska Native Women* a large percentage of the women achievers worked directly for or with Indian-specific programs:

> "An overwhelming majority of entrants were presently working in Indian programs. On the surface, it would appear that more professionally-educated women are returning to 'pay their dues' to Indian communities than are men. Association of American Indian Physicians reports that many of the male doctors are 'lost' once the MD degree is obtained. Fourteen of the 16 women physicians (identified by the *Resource Guide*), however, were practicing in Indian communities as were a significiant number of women attorneys, educators and social workers," notes the Ohoyo publication.

Sovereignty does begin with you. The continuing quest to preserve Indian sovereignty begins with each of us reaffirming our own knowledge of our tribes, communities and the complex, ever-widening issues that confront us.

☐ Conclusion

In conclusion, with this training manual, we have tried to role-model some of the possibilities and successes which Indian women encounter in a bid for more self-sufficency and for self help in leadership. Often we are all too aware of the obstacles to leadership -- we have tried to balance that knowledge of the obstacles with the many, many needs and opportunities for Indian women's leadership.

As a final exercise, take a few minutes to review, "Decision Making: The Vision Quest," beginning on page 62. Reread the section about making decisions on future goals. Next, map out what you feel are new directions you would like to explore in the next month, year, five years.

Map out a new idea that you have had for your community. Where would you like this idea and goal for your community to be in a month, year, five years.

Look back on the Tribal Profile in this chapter. Identify three areas where you feel your tribe could strengthen services to tribal membership, could strengthen intertribal relations and intra-tribal communications between tribal members. Where would you like these goals for your tribe to be in the next month, the next year, the next five years.

Can you help these goals and visions become a reality through your leadership skills? We leave you with some powerful words from Jackie Delahunt (Rosebud Sioux), Officer, National YWCA Board and participant, UN-NGO Conference on Discrimination Against Indigenous Peoples of the Americas, Geneva, Switzerland, who spoke to the 1982 Northwest Ohoyo conference addressing sovereignty with "Spirituality and a World View."

"It is important that we understand what the ultimate importance of that word 'sovereignty' is to us. The ultimate importance of the word 'sovereignty' is that it means the right and power to direct...to make decisions and to carry out the subsequent actions of those decisions.

"The power inherent to the sovereignty that we seek is the power to determine the quality of our lives, to set standards for now and directions for the future. Now perhaps as never before it is clear that we must claim that sovereignty and in doing that to look at our place in the world. Because we are tribal people we have something to share that the world needs ... We know about belonging to each other, we know about interdependence ... we know about the relatedness of everything.

"We have a legacy of heritage, of spiritual groundedness...

"We must claim world citizenship. .. We have something to give the world at this time for the future.

ACTIVITIES, SOURCES RESOURCES & SUGGESTED READING

REDEFINING THE DEFINITION

While the term sovereignty is used frequently, many of its users do not fully understand the definition of the word. Some individuals use it interchangeably with the term self-sufficiency, but the two words are not the same. Still others, often those in positions of authority, have so whittled away at the definition of sovereignty it no longer matches that which is employed by tribal governments.

To look at the many definitions and the nuances of each definition, the following exercise will be done. The trainer divides the full group into at least 6 small groups, each with a different identity. The groups will represent:

- The Secretary of the Interior
- A tribal chairperson
- The director of a national Indian organization based in Washington, D.C.
- A BIA area director
- A state governor
- An urban Indian center director

(If other entities are suggested by participants, include them.)

The tasks of each small group are to:

- Describe the personality of the fictional individual,
- Determine where they are from, if location is important,
- Clarify their knowledge on Indian affairs in general,
- Guage their respect for AI-AN people,
- Round out their character in any other way, and
- Develop a definition of the term sovereignty from their character's viewpoint.

From within each small group, a volunteer must be sought who will role play their character and deliver their particular definition to the full group.

When before the group, each actress must remember to stay in character. Their short prepared statement (developed by the small group) should include, but not be limited to, the following:

- What their official definition of the term is,
- Why they adhere to that definition,

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- How they in their position have been affected by the sovereignty issue,
- What their personal opinion of the whole matter is.

If time permits and if the full group is not large, they can act as reporters at a press conference, asking questions of each character.

After hearing the various nuances in definitions, the full group should discuss these differences and agree upon a preferred group definition.

TERMINATION ATTEMPT

The sovereign rights of AI-AN tribes and groups have been threatened in the past, through termination policies and other means. Today we are still not free of those who would destroy tribal sovereignty. Draft legislation has been developed entitled "The American Indian Property Rights Act of 1983". If passed, this piece of legislation would terminate the federal trust responsibility between the federal government and Indian tribes.

To better understand this issue, read the accompanying article then draft an editorial comment. List the detrimental aspects to the proposed legislation and cite how it will affect both your tribe and you personally.

As a group exercise, this draft bill can focus attention on leadership skills needed to counter similar pieces of legislation. The full group can be divided into small groups by region. Each small group will be responsible for devising strategies to inform their local community as well as strategies to counter this movement. Since these are regional groupings, trainees can be specific about organizations and individuals to reach. For example, the regional groups including Washington, D.C. and Illinois may want to propose interviewing representatives of the organization that drafted the bill to do their own inquiry. A portion of their group discussion could focus on which questions would be most pertinent.

DRAFT BILL READIED

FARM BUREAU REVIVES 'TERMINATION'

by Richard La Course
CERT Report, Spring 1983 Prototype Edition
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WASHINGTON – a potential head-on collision between the property rights of Indian tribes and the property interests of the nation's farmers and agribusiness may occur soon if the American Farm Bureau Federation (AFBF) succeeds in getting introduced in Congress a draft bill which would terminate the federal trust relationship between the federal government and Indian tribes.

The AFBF draft tribal termination bill, entitled "The American Indian Property Right Act of 1983," in the formative stages for nearly two years, calls for "the termination of federal supervision over the trust properties of Indians, the transfer of Indian reservation lands to the several Indian tribes for disposal to members of Indian tribes, to provide education and vocational training projects, economic studies and loans for a termination of federal services furnished Indians because of their status as Indians."

Scarce water supplies in the semi-arid West, over 50 Indian water lawsuits before the courts and fears of farmers that tribes may take an "unfair share" of remaining unadjudicated waters are the apparent matrix for the pending collision between the AFBF and Indian tribes if the bill is advanced into Congress.

Founded in 1919, the AFBF today is organized on the county, state and national levels. This year it claims a national membership of 3.2 million member families. It has county farm bureaus in 2,800 of the nation's 3,200 counties and has state chapters in 48 of the 50 states -excluding Alaska and Alabama. AFBF calls itself "farm people in action" and "the world's largest voluntary organization of farmers and ranchers."

AFBF maintains its national headquarters office in Park Ridge, Ill. and a lobbying and national affairs office here in the capital. The agricultural organization is goverend by a president, vice president and board of directors who must be farmers and duly elected by voting delegates from the member state farm bureaus.

Ironically, the vast AFBF membership are residents and laborers in rural America and are among the most proximate neighbors to the numerous largely rural Indian reservations which dot the nation's landscape.

But will the AFBF tribal termination bill find any sponsors in either house of the U.S. Congress and does it have any realistic chances for passage?

No, says Michael Stientjes, assistant director for national affairs in AFBF's capital office. "I've advised our board of directors that there's virtually zero chance of that bill being introduced (into Congress)," said Stientjes. "It's virtually an impossible task to accomplish. We drove one way on a road up to the 1950s. Now we're going in an entirely different direction" in national Indian affairs, he added.

GENESIS

The AFBF draft tribal termination bill was the product of the work of AFBF's Natural and Environmental Resources Division, a full-time staff component in the Park Ridge, Ill., headquarters under the direction of Donald Rawlins.

In an interview with *The CERT Report*, Rawlins said the original impetus to draft a tribal termination bill came from the AFBF membership in the mid-1970s. Rawlins said his division enlisted the assistance of three attorneys who advised him of termination legislation enacted in 1953 and proposed in 1977.

Rawlins said the fundamental working document was a draft termination bill prepared in the mid-1970s by Rex E. Lee, then dean of the Brigham Young University School of Law in Provo, Utah, and since July 31, 1981 Solicitor General of the U.S. Justice Department in the Reagan administration.

In April of 1980 the National and Environmental Resources Division completed a "workpaper" entitled "Indian Rights Conclusions". That workpaper, obtained by *The CERT Report,* focused on Indian water rights, the political sovereignty of tribal governments, the scope of Indian land ownership across the U.S. on a state-by-state basis, and a statistical profile of Indian rights.

The 1980 workpaper alleged that "the state of Utah has an interesting history in Indian tribe activities." Among those were Sen. Arthur Watkins. R-Utah. who trigtered the successful termination policy of Indian tribes in the 1950s "to abolish BIA and Indian tribes and dispose of property." and the fact that three Utah Indian tribes were also "abolished" in the late 1950s.

The 1980 workpaper found that Indian water claims could be larger than those of the federal government, that case law upheld tribal water rights to water for purposes of irrigation and agriculture, but that tribal uses of water for purposes other than agriculture could require virtually the last unclaimed available waters. "The question of non-irrigation Indian entitlements (to water) expands the Indian entitlement to almost unlimited amounts and the social economic impacts are awesome." said the workpaper.

On the matter of tribal sovereignty, the workpaper established that the U.S. Supreme Court did rule tribes were sovereign - but that it could be changed by Congress. Concerning a possible draft termination bill, the workpaper concluded: "A legislative proposal to dispose of federal reservation lands to individual Indians may receive public acceptance. The by-products might justify the effort."

Said Rawlins of the preparation of that legislative proposal: "Our legal people advised us of the various termination bills. They are still questioning some discrepancies between our draft and a number of laws." Rawlins said the draft bill obtained by *The CERT Report* was a work-in-progress, not a final product, and was not yet intended to be made public.

Rawlins said the bill "is not a high priority issue. But my job is to implement policy as it is adopted at our annual conventions." Would the bill be introduced in the new 98th Congress? "It depends on how far we get," said Rawlins. "It's really not one of our top priorities. We react to pressures from our membership and from our state chapter presidents."

Rawlins said the bill was leaked after an AFBF meeting on public lands held in September of last year in Salt Lake City, Utah. There, said Rawlins, four state chapter presidents of the organization requested copies of the draft bill in order to contribute comments and evaluations.

Rawlins also said three individual Indians requested AFBF to work on the draft termination bill. Rawlins said he could not identify these Indians by name, but that one was a resident of the Yakima Valley in Washington state, and two were Montana residents - one in Dillon, Mont., and the second who lived near Glacier National Park.

Of the relationship between rural farmers and their nearby Indian reservation neighbors, Rawlins observed: "That depends on the section of country. Some areas are fine and some are not. In New York it's the Indian land claims" which unsettle Indian-white relations, "and in Arizona it's problems with water rights."

PROVISIONS

The overarching philosophy of the AFBF bill is the dismantling of the legal tribal collective ownership of land so that individual Indians have "Equality of land ownership with other citizen groups. "The bill would then shatter the trust land base and abolish tribal ownership.

The bill would extinguish all Indian rights to file claims in court for loss of lands, subsurface rights and water rights, and would cancel any such claims now before the courts in the U.S.

There are currently 97 Indian irrigation projects with agricultural production in the 11 Western States of Montana, Wyoming, Washington, Oregon and Idaho, California, Nevada, Utah, Colorado, Arizona and New Mexico on tribal trust lands. Concerning these Indian irrigation projects, the draft bill states:

"Not later than two years after the date of this act, the management and operation of irrigation works for Indian lands of the tribe by the Bureau of Indian Affairs shall be discontinued. Upon such discontinuance, the (Interior) Secretary shall cancel the unpaid irrigation operation and maintenance assessments and reimbursable irrigation construction charges against such lands. The (interior) Secretary may transfer the title to such irrigation works to water users, water user's associations organized for such purpose, or to corporations organized or trustees designated. . ."

The bill would require the Interior Secretary within six months of passage of the bill to publish a comprehensive list of the membership of each tribe, with a two-month appeals period provided for individual Indians. Then each tribe is given up to two years to determine the means to dispose of tribal properties to individual members, to form a new tribal corporation, to sell all properties with per capita distribution of proceeds to individual tribal members, or the fee patenting of all lands with individually owned parcels to tribal members.

The breakup of tribal properties, according to the bill, would have to be accomplished in accord with state rather than federal laws, but subject to both state and federal taxation once new income is generated. Individual tribal land shares would be available for sale within two years, the bill stipulates. And it authorizes the Interior Secretary to transfer federally managed reservation properties - apparently those utilized by the BIA, the Indian Health Service and the Bureau of Reclamation principally - to "public and non-profit organizations."

The bill would leave in place all valid leases, permits, licenses, rights-of-way, liens and other contracts currently in force on Indian properties. But in the place of tribal governments, a federal or state agency would be substituted. The bill would liquidate any current debts on the part of tribes and their members to the federal government.

Of the shutdown of the BIA and the ending of the statutory requirements undergirding the BIA, the bill states:

"Upon removal of federal restrictions on the property of each tribe and individual members thereof, the (Interior) Secretary shall publish in the *Federal Register* a proclamation declaring that the federal trust relationship to the affairs of the tribe and its members has terminated. Thereafter individual members of the tribe shall not be entitled to any of the services performed by the United States for Indians because of their status as Indians, all statutes of the United States which affect Indians because of their status as Indians shall no longer be applicable to the members of the tribe, and the laws of the several states shall apply to the tribe and its members in the same manner as they apply to other citizens or persons within their jurisdiction."

Upon final proclamation of termination, the bill stipulates"

- All corporate charters issued under the Indian Reorganization Act of 1934 and ratified by Indian tribes are "hereby revoked";
- All authority of the Interior Secretary relative to tribally adopted constitutions and by-laws is "terminated," and tribal governing authorities and powers are limited to activities consonant with the new termination act;
- The Interior Secretary and the respective state governors would undertake - "within the limits of available appropriations" - special programs of education and training for individual Indians, including language training, "orientation in non-Indian community customs and living standards," vocational training and related subjects, free transportation to the place of training, and subsistence during the course of instruction.

FORECAST

During the infamous Termination Era of the 1950s during the Eisenhower presidency, the U.S. Congress enacted House Concurrent Resolution 108. Under that resolution, a total of 107 tribes and bands were subject to the termination of trusteeship in the states of South Carolina, Wisconsin, Nebraska, Oklahoma, Utah, Texas, California and Oregon. And a total of 1.3 million acres of former trust lands went onto the public market.

Throughout the 1970s and early 1980s, however, reflecting a national policy shift the U.S. Congress reversed termination and restored to federal tribal status the Menominee of Wisconsin, the Modoc, Ottawa, Peoria and Wyandotte of Oklahoma, the Paiutes of Utah and the Silet and Cow Creek Umpqua of Oregon. And in the late 1970s a federal district court in California by court order reversed the terminated status for the Hopland, Robinson and Upper Lake Rancherias. And another class action suit on behalf of 4C other Indian rancherias is also before a California federal district court.

The most recent tribal termination bill before the U.S. Congress was the Native Americans Equal Opportunity Act introduced in the Congress Sept. 12, 1977 by Rep. Jack Cunningham, R-Wash., H.R. 9054. The Cunningham bill required the President to declare Indian treaties abolished to shut down the BIA and to terminate the federal-tribal trust relationship. The one-term congressman was defeated by Rep. Mike Lowry backing Indian treaties and rights.

By this January at its 64th annual meeting in Dallas, Tex., the elected voting delegates of AFBF adopted a resolution calling for the termination of Indian tribes. In its new pamphlet entitled *Farm Bureau Policies for 1983,* AFBF is set on the collision course with tribes, states the section entitled "Native Americans".

"We support legislation to establish the rule that all people have equal rights and responsibilities under the law. All citizens should be required to obey the laws of local, state and national governments, "The 'nation unto a nation' treatment of native Americans should be abolished.

"We favor abolition of the Bureau of Indian Affairs and termination of special treaty rights by purchase or negotiation for fair compensation.

"These steps will end special treatment of native Americans and bring everyone to full equality under the law.

"We oppose granting the power of eminent domain to Indian tribes."

ANALYZING A BILL

As leaders concerned about tribal sovereign rights, we cannot help but be involved in legislative matters. It is important to have additional experiences reading and analyzing pieces of legislation. To that end, trainees will carefully review and analyze the text of a proposed bill, "The American Indian Property Right Act of 1983".

As a group activity, trainees can be divided into 6 - 8 small groups. Each group will be responsible for analyzing an assigned number of sections (which total 23) of the bill. The trainer will be responsible for assigning 3 - 4 sections to each small group. The task will be to summarize each section in 1 - 4 sentences. These will be recorded onto newsprint. The end product will be a concise summary of the bill. In some instances, it may be possible for the trainer to enlist a typist to type the summary with copies going to all training participants.

AN ACT*

To provide for the termination of federal ownership trust propert and supervision over American Indian tribes and individual tribe members and for other purposes.

Be it enacted by the Senate and the House of Representatives of the United States *"The American Indian Property Right Act of 1983."*

An Act to provide for the termination of federal supervision over the trust properties of Indians, the transfer of Indian reservation lands to the several Indian tribes for disposal to members of Indian tribes, to provide education and vocational training projects, economic studies and loans, for a termination of federal services furnished Indians because of their status as Indians.

SECTION 2: Congress finds and declares that

(a) There is an immediate need to provide the American Indians, who reside within the boundaries of the United States and who are citizens of the United States, greater equality of land ownership with other citizen groups, increased opportunities for Indian citizens to enjoy the product of their individual or group management and labor skills through the ownership of reservation and trust lands and to terminate federal ownership and supervision of Indian tribes and individual Indian trust properties.

(b) Indian reservation lands and other trust properties be transferred to the several Indian tribes for disposal to individual Indian tribe members as provided by this Act.

(c) The transfer and disposal of trust lands and water rights should be accomplished rapidly, in conformity with t[illegible]al economic needs of the Indians, with maximum participation by Indians in decisions affecting their rights and property.

(d) No provision of this Act shall replace or diminish any right, privilege or obligation of Indians as citizens of the United States.

(e) No provision of this Act shall be construed to constitute a jurisdictional Act to grant consent to any Indian to sue the United States with respect to claims extinguished by the operation of this Act.

(f) All claims against the United States and the state governments that are based on claims of American Indian right, title, use or occupancy of land or water areas in the United Stater or that are based on any statute, or treaty of the United States relating to native use and occupancy, or that are based on the laws of any other nation, including any such claims that are pending before any federal or state court are hereby extinguished.

SECTION 3: For purposes of this Act

(a) "Tribe" means any of the Indian tribes or bands of Indians who now live on an established (January 1, 1980) Indian reservation located in continental United States and whose name is listed by the Secretary of Interior as an American Indian tribe.

(b) "Secretary" means the Secretary of Interior.

(c) "Lands" means any real property, interest therein or improvements thereon including water rights and all subsurface rights.

(d) "Indian" means a citizen of the United States who is a person of one-fourth degree or more American Indian whose tribe name is listed by the Secretary and whose name appears on the final tribal roll submitted to the Secretary as provided in Section of this Act. This may include any Indian whose adoptive parents are non-Indian. In the absence of proof of minimum blood quantum, it may also include any citizen of the United States who is regarded as an Indian by an Indian tribe. Any decision of the Secretary regarding eligibility for listing as an Indian shall be final

(e) "Individual Indians" means any individual Indian who is a citizen of the United States and whose name appears on the final tribal roll prepared pursuant to Section xx of this Act.

(f) "Reservation or Trust Property" means any real or personal property including water rights and all subsurface right of any interest in real or personal property, that belongs to a tribe or individual Indian and is either held in trust by the United States or is subject to a restriction against alienation imposed by the United States.

(g) "State" or "State Government" means the several states or state governments that are contiguous states of the United States.

SECTION 4:

Each tribe shall have a period of six months from the date of enactment of this Act in which to prepare and submit to the Secretary a proposed roll of the members living on the date of this act which shall be published in the federal register. If a tribe fails to submit such roll within the time specified in this section, the Secretary shall prepare a proposed roll for the tribe, which shall be published in the federal register. Any person claiming membership rights in the tribe or an interest in its assets, or a representative of the Secretary on behalf of any such person, may, within sixty days from the date of publication of the proposed roll, file an appeal with the Secretary contesting the inclusion or omission of the name of any person on or from such roll. The Secretary shall review such appeals and his decision thereon shall be final. After disposition of such appeals by the Secretary, the roll shall be published in the federal register and such roll shall be final for the purposes of this Act.

SECTION 5:

Upon publication in the *Federal Register* of the final roll as provided in section 4 of this Act, the rights or beneficial interests in tribal property of each person whose name appears on the roll shall constitute personal property which may be inherited or bequeathed, but shall not otherwise be subject to alienation or encumbrance before the transfer of title to such tribal property as provided in section 6 of this Act without the approval of the Secretary. Any contract made in violation of this section shall be null and void.

SECTION 6:

(a) The Secretary shall, within six months after the publication of each final membership roll, notify the tribe of the period of time during which the tribe may study means of disposition of tribal property, real and personal, under supervision of the United States. Such period shall not be less than three months and not more than two years, including any amortized extension of the original periods. The Secretary is authorized to provide such reasonable assistance as position or future control and management of the property, including necessary consultations with representatives of Federal departments and agencies, officials of the State and political subdivisions thereof, and members of the tribe. During such period, the tribe may elect—

(1) to apply to the Secretary for the transfer to a corporation or other legal entity organized by the tribe in a form satisfactory to the Secretary of title to all or any part of the tribal property, and the Secretary is authorized to make such transfer: Provided, That the Secretary of the Interior shall not approve any form of organization that provides for the transfer of stock or an undivided share in corporate assets as compensation for services of agents or attorneys unless such transfer is based upon an appraisal of tribal assets that is satisfactory to the Secretary;

(2) to apply to the Secretary for the transfer to one or more trustees designated by the tribe of title to all or any part of the tribal property, real and personal, the title to be held by such trustee for management or liquidation purposes under terms and conditions prescribed by the tribe, and the Secretary is authorized to make such transfer if he approves the trustees and the terms and conditions of the trust;

(3) to apply to the Secretary for the sale of all or any part of the tribal property, and for the pro rata distribution among the members of the tribe of all or any part of the proceeds of sale or of any other tribal funds, and the Secretary is authorized and directed to sell such property upon such terms and conditions as he deems proper and to make such distribution among the members of the tribe after deducting, in his discretion, reasonable costs of sale and distribution; and

(4) to apply to the Secretary for a division of all or any part of the tribal land into parcels for members and for public purposes, together with a general plan for the subdivision showing the approximate size, location, and number of parcels, and the Secretary is authorized to issue patents for that purpose.

(5) and or other approaches for the disposal of properties which the tribe possesses.

(b) Title to any tribal property that is not transferred in accordance with the provisions of subsection (a) of this section shall be transferred by the Secretary either to all members of the tribe as tenants in common or to one or more trustees designated by him for the liquidation and distribution of assets among the members of the tribe under such terms and conditions as the Secretary may prescribe: Provided, That the trust agreement shall provide for the termination of the trust not more than three years from the date of such transfer unless the term of the trust is extended by order of a judge of a court of record designated in the trust agreement.

(c) When approving or disapproving the selection of trustees in accordance with the provisions of subsection (a) of this section, and when designating trustees pursuant to subsection (b) of this section, the Secretary shall give due regard to the laws of the state government that relate to the selection of trustees: Provided further, That the trust agreement shall provide that at any time before the sale of tribal property by the trustees the tribe may notify the trustees that it elects to retain such property and to transfer title thereto to a corporation, other legal entity, or trustee in accordance with the provisions of paragraphs (1) and (2) of subsection (a) of this section, and that the trustees shall transfer title to such property in accordance with the notice from the tribe if it is approved by the Secretary.

SECTION 7:

(a) The Secretary is authorized and directed to transfer within two years after the date of this Act to each member of each tribe unrestricted control of funds or other personal property held in trust for such member by the United States.

(b) All restrictions on the sale or encumbrance of trust or restricted land owned by members of the tribe (including allottees, heirs, and devisees, either adult or minor) are hereby removed two years after the date of this Act, and the parents or deeds under which titles are then

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held shall pass the titles in fee simple, subject to any valid encumbrance. The title to all interests in trust or restricted land acquired by members of the tribe by devise or inheritance two years or more after the date of this Act shall vest in such members in fee simple, subject to any valid encumbrance.

(c) Prior to the time provided in subsection (b) of this section for the removal of restrictions on land owned by more than one member of a tribe, the Secretary may—

(1) upon request of any of the owners, partition the land and issue to each owner a patent or deed for his individual share that shall become unrestricted two years from the date of this Act;

(2) upon request of any of the owners and a finding by the Secretary that partition of all or any part of the land is not practicable, cause all or any part of the land to be sold at not less than the appraised value thereof and distribute the proceeds of sale to the owners: Provided, That any one or more of the owners may elect before a sale to to purchase the other interests in the land at not less than the appraised value thereof, and the purchaser shall receive an unrestricted patent or deed to the land; and

(3) if the whereabouts of none of the owners can be ascertained, cause such lands to be sold and deposit the proceeds of sale in a trust account of the Treasury of the United States for safekeeping.

SECTION 8:

(a) The Act of June 25, 1910 (35 Stat. 855), the Act of February 14, 1913 (37 Stat. 678), and other Acts amendatory thereto shall not apply to the probate of the trust and restricted property of the members of a tribe who die six months or more after the date of this Act.

(b) The laws of the several States, Territories, possessions, and the District of Columbia with respect to the probate of wills, the determination of heirs, and the administration of decedents' estates shall apply to the individual property of members of the tribe who die six months after the date of this Act.

SECTION 9:

The Secretary is authorized, in his discretion, to transfer to a tribe or any member or group of members thereof any federally owned property acquired, withdrawn, or used for the administration of the affairs of the tribe which he deems necessary for Indian use, or to transfer to a public or nonprofit body any such property which he deems necessary to public use and from which members of the tribes will derive benefit.

SECTION 10:

No property distributed under the provisions of this Act shall at the time of distribution be subject to Federal or State income tax. Following any distribution of property made under the provisions of this Act, such property and any income derived therefrom by the individual, corporation, or other legal entity shall be subject to the same taxes, State and Federal, as in the case of non-Indians: Provided, That for the purpose of capital gains or losses the base value of the property shall be the value of the property when distributed to the individual, corporation, or other legal entity.

SECTION 11:

Nothing contained in this Act shall deprive any Indian tribe, band, or other identifiable group of American Indians of any right, privilege, or benefit granted by the Indian Claims Commission Act of August 13, 1946 (ch. 959, 60 Stat. 1049), including the right to pursue claims against the United States as authorized by said Act.

SECTION 12:

Nothing in this Act shall abrogate any valid lease, permit, license, right-of-way, lien, or other contract heretofore approved. Whenever any such instrument places in or reserves to the Secretary any powers, duties, or other functions with respect to the property subject thereto, the Secretary may transfer such functions, in whole or in part, to any Federal agency with the consent of such agency and may transfer such function, in whole or in part, to a State agency with the consent of such agency and the other party or parties to such instrument.

SECTION 13:

Prior to the transfer of title to, or the removal of restrictions from, property in accordance with the provisions of this Act, the Secretary shall protect the rights of members of a tribe who are minors, non compos mentis, or in the opinion of the Secretary in need of assistance in conducting their affairs by assuring the tribe makes an appointment of guardians in courts of competent jurisdiction, or if the tribe fails the Secretary shall provide such other means as he may deem adequate.

SECTION 14:

Pending the completion of the property dispositions provided for in this Act, the funds now on deposit, or hereafter deposited, in the United States Treasury to the credit of the tribe shall be available for advance to the tribe, or for expenditure, for such purposes as may be designated by the governing body of the tribe and approved by the Secretary.

SECTION 15:

The Secretary shall have authority to execute such patents, deeds, assignments, releases, certificates, contracts, and other instruments as may be necessary or appropriate to carry out the provisions of this Act, or to establish a marketable and recordable title to any property disposed of pursuant to this Act.

SECTION 16.

The Secretary is authorized and directed to cancel any indebtedness payable to the United States by the tribe arising out of any loan made by the United States to such tribe, and any indebtedness, whether payable to the United States or to the tribe, arising out of a loan made from the proceeds thereof to an individual Indian.

SECTION 17:

(a) Upon removal of Federal restrictions on the property of each tribe and individual members thereof, the Secretary shall publish in the Federal Register a proclamation declaring that the Federal trust relationship to the affairs of the tribe and its members has terminated. Thereafter individual members of the tribe shall not be entitled to any of the services performed by the United States for Indians because of their status as Indians, all statutes of the United States which affect Indians because of their status as Indians shall no longer be applicable to the members of the tribe, and the laws of the several states shall apply to the tribe and its members in the same manner as they apply to other citizens or persons within their jurisdiction.

(b) Nothing in this Act shall affect the status of the members of the tribe as citizens of the United States, or shall affect their rights, privileges, immunities, and obligations as such citizens.

SECTION 18:

(a) Effective on the date of the proclamation provided for in Section 17 of this Act, the corporate charters issued and ratified by Indian tribes are hereby revoked.

(b) Effective on the date of the proclamation provided for in section 17 of this Act, all powers of the Secretary or other officer of the United States to take, review, or approve any action under the constitution and bylaws of the various tribes are hereby terminated. Any powers conferred upon the tribe by such constitution which are inconsistent with the provisions of this Act are hereby terminated. Such termination shall not affect the power of the tribe to take any action under its constitution and by laws that is consistent with this Act without the participation of the Secretary or other officer of the United States.

SECTION 19:

The Secretary is authorized to issue rules and regulations necessary to effectuate the purposes of this Act, and may in his discretion provide for tribal referenda on matters pertaining to management or disposition of tribal assets.

SECTION 20:

All Acts or parts of Acts inconsistent with this Act are hereby repealed insofar as they affect the tribes or its members and shall not apply to the tribe and its members after the date of the proclamation provided for in Section 17 of this Act.

SECTION 21:

If any provision of this Act, or the application thereof, to any person or circumstance is held invalid, the remainder of the Act and the application of such provision to other persons or circumstances shall not be affected thereby.

SECTION 22:

(a) Not later than two years after the date of this Act, the management and operation of irrigation works for Indian lands of the tribe by the Bureau of Indian Affairs shall be discontinued. Upon such discontinuance, the Secretary shall cancel the unpaid irrigation operation and maintenance assessments and reimbursable irrigation construction charges against such lands.

(b) The Secretary may transfer the title to such irrigation works to water users, water user's associations organized for such purpose, or to corporations organized or trustees designated, as provided in section 5.

SECTION 23:

Prior to the issuance of a proclamation in accordance with the provisions of section 17 of this Act, the Secretary, after consultation and appropriate cooperation with the appropriate state governor, is authorized to undertake, within the limits of available appropriations, a special program of education and training designed to help the members of the tribe to earn a livelihood, to conduct their own affairs, and to assume their responsibilities as citizens without special services because of their status as Indians. Such program may include language training, orientation in non-Indian community customs and living standards, vocational training and related subjects, transportation to the place of training or instruction, and subsistence during the course of training or instruction. For the purposes of such program the Secretary is to consult with and involve state and local government agencies and is authorized to enter into contracts or agreements with any Federal, State, or local governmental agency, corporation, association, or person. Nothing in this section shall preclude any Federal agency from undertaking any other program for the education and training of Indians with funds appropriated to it.

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LIGHTING UP THE WORLD

The trainer will guide the group on a guided fantasy using the following directions.

Close your eyes and relax. I'm going to lead you on a guided fantasy.. You are all powerful right now and you can travel anywhere with ease. We'll begin our journey back at your home with you in bed. During the night a friendly visitor from another planet drops into your room. You are awakened quietly and without fear. This special visitor advises you that you have the opportunity to go for a ride if you are willing. You agree to go after being reassured you won't be gone long.

Before you know it, you are hovering just above your home. What does it look like from up there? While it is night, you can see the area quite clearly. Enjoy seeing as much as you can from that height. What lights are still on? Does anything surprise you about your community, seeing it from above? You fly above several locations in your community.

Your interplanetary visitor advises you that you can select one other locale on earth to fly to if you so desire. You do. Where have you decided to go? Thoroughly experience your brief night flight. Feel the clear night air; enjoy the silence. You arrive at your desired destination and slowly fly above it, taking in all the sights you can. (Pause) Is it day or night? Tell yourself you will have perfect recall after your visit there is over.

As you prepare to leave, your friendly guide says you will share one more experience. You begin to fly higher than before. You are not afraid, feeling at ease with your guide. As you look down, you notice that you can now see all of North America below you. It is a beautiful sight. From that vantage point, you are told that others, not of Earth, have heard your thoughts and words asking for unity, respect, cooperation, love and fair treatment for AI-AN people and between them.

You are directed to look down to Earth and find your state. There, where you live, you see a light glimmering in the night, your light. You are told to look closely in other areas of your State and in other states. As you bring to mind the names of like-minded, caring individuals, lights go on in their State. The continent below begins to glisten with more and more glowing lights. Your guide gently reminds you to keep your energy and light flowing and to continue to positively influence others so that one day all parts of North America will be aglow with lights. Look down one last time to note those areas where more work, energy and light are needed.

Silently you two return to Earth; you are lost in thought. Thank yous are exchanged between the two of you as you return to your bedroom. Your visitor advises you that you can take another journey any time you are ready. See yourself return to a sound and peaceful sleep.

Now, when you are ready, return to this room and your seat. Open your eyes and look at all those around you who are also sending this special light out into the world.

SOVEREIGNTY AFFIRMATIONS

It is important to feed your mind positive affirmations about yourself, your life and your community. As our minds become accustomed to positive thoughts about ourselves, it is easier to think in positive terms about others around us. Do not let negative thought patterns about yourself, your tribe or AI-AN people in general dominate your thinking; counter them with positive affirmations. State the following suggested affirmations quietly to yourself, say them aloud or write them out. Feel free to write new affirmations that better describe your individual situation.

1. I now take responsibility for creating the world as a happy, abundant place for everyone.
2. I daily make valuable contributions to my community and to humanity.
3. I assist others to make wise decisions.
4. Creativity is coming to me easily and effortlessly.
5. I am in tune with my local Indian community.
6. Every day more tribal members recognize their relationship to each other and work in harmony.
7. I dissolve all negative, limiting beliefs about myself and my community.
8. My tribe and my people do not have to suffer to get happiness.
9. The universe is full of abundance and there is plenty for all of us.
10. I am cooperating in the positive evolution of my people and of humanity.

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Clinton, Robert N. and Price, Monroe.E. Law and the American Indian: Readings, Notes and Cases, Charlottesville, Va.: Michie Co., 1983.

Cohen, Felix. Handbook of Federal Indian Law. Charlottesville, Va.: Michie Co., 1982.

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National Education Association. The Quest for Quality Education. Washington, D.C.: National Education Assocation, 1982.

Native Self-Sufficiency. Native Americans and Energy Development: An Anthology of Energy Development on Indian Land. Forestville, Calif.: Native Self-Sufficiency, $4.

Rowe, W., Eoyand J., and LaFromboise, T. Native American Self-Determination through Self-Control. Dallas: American Personnel and Guidance Association, 1977.

Talbot, Steve. Roots of Oppression: The American Indian Question. New York: International Publishers, 1981.

United States Commission on Civil Rights. Indian Tribes: A Continuing Quest for Survival. Washington, D.C.: Government Printing Office, 1981.

Washburn, W.E. "The Historical Context of American Indians' Legal Problems." In L. Rosen (ed.), Law and Contemporary Problems, 1976, Vol. 40, pp. 12-24.

Resources for Further Information on Tribal Sovereignty Issues

American Indian Law Center
PO Box 4456, Station A
Albuquerque, New Mexico 87196
(505) 277-5462

American Indian Law Students Association
American Indian Law Center
1117 Stanford, N.E.
Albuquerque, New Mexico 87131
(505) 277-5462

Americans for Indian Opportunity
1140 Connecticut Ave., N.W. #310
Washington, D.C. 20036
(202) 463-8635

Association of American Indian Physicians
6805 South Western Suite 504
Oklahoma City, Oklahoma 73139
(405) 631-0447

Committee on Native American Struggles
National Lawyers Guild
853 Broadway, 17th Floor
New York, New York 10003

Conference on Women and the Law
c/o Antioch School of Law
2633 16th St., N.W.
Washington, D.C. 20009
(202) 745-0033

Indian Law Resource Center
601 E. St., S.E.
Washington, D.C. 20003
(202) 547-2800

Indian Rights Association
1505 Race St.
Philadelphia, Pennsylvania 19102

Institute for the Development of Indian Law
927 15th St., N.W. #200
Washington, D.C. 20005
(202) 638-2287

International Indian Treaty Council
777 U.N. Plaza, Room 10F
New York, New York 10017
(212) 986-6000

National American Indian Court Judges Association
1000 Connecticut Ave., N.W. #401
Washington, D.C. 20036
(202) 296-0685

National Coalition to Support Indian Treaties
814 N.E. 41st St.
Seattle, Washington 98105

National Congress of American Indians
202 E St., N.E.
Washington, D.C. 20002
(202) 546-1168

National Tribal Chairman's Association
1010 Vermont Ave., N.W. #910
Washington, D.C. 20005

National Indian Law Library
Native American Rights Fund
1506 Broadway
Boulder, Colorado 80302

Tribal Sovereignty Program
PO Box 10
Forestville, California 95436
(707) 887-1559

Suggestions for Further Reading

Grinde, Jr., Donald A. The Iroquois and the Founding of the American Nation. San Francisco, Calif.: Indian Historian Press, 1977.

Institute for the Development of Indian Law. Indian Treaties, Indian Sovereignty and Indians and the U.S. Government series. Washington, D.C.: Institute for the Development of Indian Law.

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Rethinking Indian Law. Available from Committee on Native American Struggles, National Lawyers Guild, 853 Broadway, 17th Floor, New York, New York 10003

Shames, Deborah, ed. Freedom with Reservation: The Menominee Struggle to Save Their Land and People. Madison, Wisconsin: National Committee to Save the Menominee People and Forests, 1972. (Available c/o Wisconsin Indian Legal Services, 520 University Avenue, Madison, Wisconsin 53703)

United States Commission on Civil Rights. Indian Tribes: A Continuing Quest for Survival. Washington, D.C.: Government Printing Office, 1981.

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Leadership

Aanstad, Judy, and Borders, DiAnne. "A Life Planning Program for the Working Woman." Paper presented at the Annual Convention of the American Personnel and Guidance Association, 1980. (ED194826)*

Describes a course designed to help women evaluate their current job status and plan career changes commensurate with long-range life goals through self-directed learning.

Adickes, Sandra. "Leadership Styles: Do Women Have to Act Like Men?" *Community College Frontiers*, Vol. 5, No. 3, pp. 12-15, Spring 1977. (EJ162653)

Women must seek leadership roles and assist other women into positions of power. They must create an alternate leadership style that brings a humane perspective to college administration.

American Management Association. *Writing Reports That Work*. American Management Association, 1969.

Program instruction course taking reader through various stages of report writing, both technical and non-technical. Described are types of reports, steps in writing reports, grammar rules, violations of good writing, etc. Reader works through course at own pace. Self-tests are provided for validation.

Anthony, W. P. "Avoiding Intimidation: The Fine Art of Saying No," *Supervisory Management*, Vol. 26, No. 11, pp. 20-23, November 1981.

People want to have control of their work environment. They must be assertive without being obnoxious to gain control. Women are taken advantage of in business. Supervisors and bosses ask women to do more work and they do not object. Assertiveness training involves developing a goal. Anything that obstructs the path to the goal should be resisted.

Ball, Patricia G., et al. *Exploring Educational Equity: Sex-Affirmative Guide for Counseling and Teaching*. Newton, MA: Educational Development Center, 1981. (ED215242)

Curriculum guide containing materials written for teachers or group leaders of graduate students in educational psychology, psychology, sociology, and child and family studies. Designed to reflect the basic assumptions of educational equity, i.e., sex-fair and sex-affirmative facilitator attitudes, and counseling and teaching techniques.

Baraon, A. S. "Communication Skills for the Woman Manager," *Personnel Journal*, Vol. 59, No. 1, pp. 55-58, 63, Bibliog. 3, January 1980.

Women often have no set patterns for responding to work situations. A seminar given by Management Institute, Madison, Wisconsin, teaches the appropriate responses. Role playing techniques are utilized.

Bartsch, Karl; Yoset, Elizabeth B., and Girrell, Kristen W. *Effective Personal and Career Decision Making*. New York: Westinghouse Learning Corporation, 1976.

Presents a holistic approach to decision-making believing personal and career choices interact with each other. High value is placed on individual's power and right to choose. Though written primarily for college freshmen and sophomores, can be used for personal or academic course and individual counselors involved in assisting decision making and career planning.

Bentz, Janet Mills. "Getting in the Ole Boys' Club," *Vocational Guidance Quarterly*, Vol. 28, No. 2, pp. 129-36, December 1979. (EJ217357)

Describes a workshop for women preparing to interview in traditionally male-dominated jobs and training programs. The workshop goals are to enable women to recognize convert sexism, respond to this sexism in constructive and self-enhancing ways, and use non-verbal strategies to communicate their confidence and competence.

Biles, G. E., and Pryatel, H. A. "Mythes, Management and Women," *Personnel Journal*, Vol. 57, No. 10, pp. 572-577, Bibliog. 23, October 1978.

Some common myths about women's fitness for management positions are dispelled, and the problems of dealing with a largely untapped area of qualified personnel are delineated, with suggestions for change.

Bloom, Lynn Z.; Coburn, Karen; and Pearlman, Joan. *The New Assertive Woman*. New York Dell Publishing Co., Inc., 1975.

A how-to book aimed at curing passivity and powerlessness in interpersonal relations. Teaches how to recognize interpersonal entrapment and provides a series of exercises designed to change one's situation.

*Denotes ERIC Document/Journal Reproduction Number

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Bower, S., and Bower, G. Asserting Yourself: A Practical Guide for Positive Change. Reading, MA: Addison-Wesley, 1976.

Bronk, Carol G. "A Comparison of the Personal and Professional Characteristics of Male and Female Leaders in Vocational Education, Final Report," Ed. D. Dissertation, Temple University, Harrisburg: State Dept. of Education, Oct. 1, 1979, 98 pp. (ED179715)

A survey of 203 leaders in vocational education to allow a profile and comparison of leader characteristics, and determination of the extent to which selected characteristics related to professionalism. It was concluded that women in leadership roles have primarily lower-level positions. Professional mobility is not a sex-related trait for leaders, but hiring and recruiting through the "old-boy" system definitely is. It is recommended that this system, which is responsible for 80% of leader placement, be replaced by an honest and thorough search for the best qualified individuals.

Business Week. "How to Get Along-and Ahead-In the Office," Business Week, No. 2424, pp. 107-110, March 22, 1976.

Men and women executives must observe certain do's and dont's to get ahead in the office. Mostly relating to relationships in regard to status, assertive behavior and initiative, management's role for women in business is one of clarification.

Buzenberg, M. E. "Training and Development of Women Executives: A Model," Collegiate News and Views, Vol. 29, No. 1, pp. 19-22, Fall 1971.

Women's business education should include: consciousness raising and confidence building, the impact of working women on society, how to be a professional and others. Rationales are also discussed.

California Commission on the Status of Women, Pathways to Work for Women, Sacramento, CA: California Commission on the Status of Women.

This book deals with assertiveness training, goal-seeking techniques, and ways to examine and credit past achievement, hidden talents, and interests. It also reviews short-cut job hunting strategies.

Casey, Timothy J. "The Development of a Leadership Orientation Scale on the SVIB For Women," Measurement and Evaluation in Guidance, Vol. 8, No. 2, pp. 96-99, July 1975. (EJ122241)

The SVIB was administered to the entire first year class at a midwestern college for women. Results showed leaders responded "like" to about 90 percent of the scale items, whereas nonleaders responded "like" to only about 10 percent. The scale is designed to assist counselors in aiding women to plan their extracurricular involvements.

Collier, Helen V., et al. Freeing Ourselves: Removing Internal Barriers to Equality. A Workshop for Women. Newton, MA: WEEA Publishing Center, Education Development Center, 1982, 164 pp. (ED216232)

This manual is for a developmental workshop for 12-18 women that uses didactic and experimental techniques to train participants to make freer educational and career choices. Unit titles are Women and Sex-Role Stereotyping of Self, Devaluing Ourselves, Lowered Aspirations, Power: New Alternative Styles for Women, Building Support Systems and Networks, and Behavior Change and Implementation.

Conoley, Jane Close. "The Token Ineffectual: The Woman in Academe," Sept 1980, 21 pp. Paper presented at the Annual Convention of the American Psychological Association (88th, Montreal, Quebec, Canada, September 1-5, 1980). (ED199602)

Describes the personal experience of a female psychologist who was the only woman faculty member in a 35-member psychology department for three years and identified issues such as tokenism, isolation, representativeness, exploitation, family and occupational roles, and power within the university vis-a-vis tenure, promotion and grants. Subsequently, a training program for young psychologists was developed using role plays, simulations and didactic inputs to counteract sexual stereotyping by promoting careful application by leadership and organization principles. The problem of defining an appropriate female power model suggests that new behaviors taught to women need supportive contexts in the form of networking.

Dauw, Dean C. Up Your Career. 169 pp. Prospects Heights, IL: Waveland Press, 1975. (ED126334)

The book is intended as a manual for the reader who has some career or job questions. Exercises (such as questions to answer and charts to complete) are provided for independent use by the learner who may then be able to use the data generated to make decisions, to get opinions from significant persons, and to act upon what has been learned. Topics considered in the book's nine chapters are: how to use the book, getting information on jobs and self, developing life plans, getting more information on personal skills, beginning to make a decision, writing a resume, participating in interviews, finding a job (with suggestions especially for college students, managers and executives, and women) and finding a government job.

Denmark, Florence L. "Styles of Leadership," Psychology of Women Quarterly, Vol. 2, No. 2, pp. 99-112, Winter 1977. (EJ171182)

Focus is on kinds of women leaders that emerge, styles of leadership utilized by women in contrast to those utilized by men, and effects these kinds of leadership have on group behavior.

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Easton, Allan. *Decision Making: A Short Course in Problem Solving for Professionals*. New York: John Wiley & Sons, 1976.

Seven booklets, each a complete study unit, takes readers through decision-making process. Learning is reinforced by a wide variety of application activities, case studies, planning drills, exercises, checklists and similar learning devices. Objectives and self-scoring tests included in each booklet.

Falk, William W., and Cosby, Arthur G. "Women and the Status Attainment Process: A Working Paper 1974, 24 pp.; A paper presented at the annual meeting of the Rural Sociological Society, Montreal, Quebec, August 1974. (ED097237)

New approaches are needed for further research which specifically focus on the status attainment of women. A review of major occupational choice theories shows that they are constructed for primarily male populations and thus are inadequate in their handling of factors which may influence the occupational choices of women.

Goodrich, J. C.; Latack, J. C.; and Roels, S. J. "Women in the Job Interview," *The Woman CPA*, Vol. 38, No. 1, pp. 2-4, January 1976.

Women need to be assertive, aware of long-term career path objectives and articulate in order to successfully negotiate different interviewing techniques.

Herr, Edwin L. *Decision-Making and Vocational Development*. Boston: Houghton Mifflin Company, 1970.

Monograph examines interrelationship between decision-making and vocational development, including current approaches to understanding decision-making, specific effects upon decision-making and vocational development of different personal characteristics, and suggest ways counselors can influence positively the process of vocational development among all students in educational enterprise.

Hoenninger, Ronald. "New Careers for Mid-Life: May We Help You?," *National Vocational Guidance Association*, Washington, D.C., 1974, 31 pp. (ED099603)

Numerous societal changes have encouraged the marked increase in second careers for people in general and for those over 35 in particular, raising implications for both career development and vocational decision-making. A developmental model needs to be realigned with new developmental strategies for the middle years. Research literature has suggested that most people undergo a midlife crisis--a reaction to the onset of aging and a reawakening to unresolved problems and/or career decisions.

Hollis, Joseph W. and Hollis, Lucile U. *Career and Life Planning*. Muncie, IN: Accelerated Development, Inc., 1976.

Based on the belief that career and life planning is an ongoing process in which planning can make a difference and interaction with others plays a vital role, the book examines five aspects of life which must be interwoven in life planning: occupation, education, social, personal and leisure activities. A sequence of activities is built around topics to enhance knowledge of self, world of work, options available, their advantages and disadvantages, and how to overcome hurdles.

Holt, Margaret E. "Strategies for the 'Ascent of Woman' in High Education Administration in the 80s." *Journal of NAWDAC*, Vol. 44, No. 3, pp. 21-24, Spring 1981. (EJ246752)

Recommendations are presented for women who are or hope to become the new professionals in college and university management. Professional and personal relationships, personal development, and management skills considered important for new leaders are discussed.

Inderlied, Sheila Davis. "Goal Setting and the Career Development of Women," *New Directions for Education, Work and Careers*, No. 8, pp. 33-41, 1979. (EJ214607)

Because of psychological barriers as well as economic and political determinants, women have difficulties in engaging in goal-setting for career structuring. Socialization, importance of goal-setting and roles, and mechanisms for change (assertive techniques, making others aware, education and self-awareness, and coping strategies) are discussed.

Jackson, Stanlie M., Ed. *Management Basics for Minority Women. Facilitator's Manual*. Newton, MA: WEEA/Education Development Center, 1982.

Consists of guidelines and materials for use in conducting a workshop dealing with three management basics for minority women--communication, decision making, and interpersonal skills. The second half of the manual consists of a participant's notebook.

Jackson, Stanlie M., Ed. *Minority Women's Survival Kit: Personal and Professional Development for Minority Women. Facilitator's Manual*. Newton, MA: WEEA Publishing Center, 1981, 81 pp. (ED215245)

Consists of guidelines and materials for use in conducting a workshop dealing with the professional and personal development of minority women. The first half of the manual pertains to implementation of the workshop. The second half consists of a participant's notebook.

Jones, Effie H., and Montenegro, Xenioa P. "Strategies and Other Predictors for the Upward Career Mobility of Women in School Administration." March 1982, 21 pp.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY, March 19-23, 1982. (ED214296)

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Questionnaire surveys and resume ratings of 107 women school administrators, 75 of whom attended workshops for women administrators given by the American Association of School Administrators (AASA), tested the effects of the AASA training and of personal and professional characteristics, job-seeking strategies, and internal and external barriers on the women's upward career mobility. It was found that clarity of expression and job experience were related to career growth and that women with good reference letters and fewer internal barriers tended to become superintendents.

Koehn, H. E. "Attitude: Success Element for Women in Business Journal of Systems Management, Vol. 27, No. 3, pp. 12-15, March 1976.

Women, to be successful as managers, must prepare themselves psychologically and get rid of stereotyped behavior.

Konek, Carol W. "Project DELTA, Wichita State University. Final Report." Washington, D. C.: Office of Education (DHEW), Women's Program Staff.

Project DELTA (Design for Equity: Leadership, Training, Attitudes) developed an exportable model for enhancing the entry of women into the advancement of women within leadership and decision-making roles in higher education. Project staff compiled a leadership manual, battery of bias-free instruments for the self-assessment of qualities related to sex role attitudes and values, role satisfaction, decision-making strategies, and leadership style.

Larwood, Laurie, and Wood, Marion M. Women in Management. Lexington, MA: D.C. Heath and Company, 1977.

Reviews of certain anthropological, sociological and psychological studies examine evidence useful in resolving the question of whether women are suited for management. Secondly, the book addresses ways for women to best enter and succeed in management. Also cites discrimination case studies. Technical orientation written in layman's language.

Larwood, Laurie, and Inderlied, S. D. "Training Women For Management: New Problems, New Solutions," Academy of Management Review, Vol. 3, No. 3, pp. 584-593, Bibliog. 56, July 1978.

Both external and internal barriers should be considered in programmatic changes dealing with women students. Specific program issues include the myth of the masculine manager. The lack of female role models, pre-employment socialization, and the segregated classroom. A final task of programs utilizing such approaches would be to monitor the placement and subsequent progress of individuals having experienced this training.

Lynch, Edith M. The Executive Suite--Feminine Style. New York: AMACOM, 1973.

McCloy, R. L. "Developing Women In Business," Industrial Management, Vol. 18, No. 5, pp. 1-3, September/October 1976.

In an attempt to define a course of action for those women and men interested in furthering the development of money in the business world, six female executives were interviewed. The following ingredients were cited as being necessary for a woman wishing to excel in business: 1) Knowledge of the field, 2) A total sense of commitment, 3) Self-confidence, 4) Continued professional development, 5) A high energy level, 6) Courage, 7) Enjoyment in working, 8) A sense of humor, and 9) The ability to manipulate the "mentor" system that has so successfully worked for men.

McCoy, Vivian; and Cassell, Phyllis. "Career Exploration Workshop for Women: Leader's Manual/ Participant's Personal Portfolio." Lawrence, Kansas: Student Services, Division of Education Building, University of Kansas. 1974, 134 pp.

Planned to help participant progress from awareness to exploration, reality-testing, decision-making, and action. Each session has several objectives,focusing on more than one area of personal development.

Peltier, Wanda Jo. Displaced Homemakers: Vo-Tech Workshop Guide. Newton, MA: WEEA Publishing Center, Educational Development Center, 1981, 306 pp.

Written for displaced homemaker programs in vocational-technical schools, this curriculum contains material designed so that instructors can prepare student manuals appropriate to almost any educational support situation for displaced homemakers. An overview provides information on special need groups, curriculum use, and resources and sample publicity materials and intake forms.

Pilla, B. A. "Women in Business," Training and Development Journal, Vol. 31, No. 11, pp. 24-25, November 1977.

Prudential offers a seminar for women aspiring to be managers. Its focus is on the managerial skills necessary for success and career planning. Most participants express positive attitudes about the sessions.

Project CHOICE: Creating Her Options in Career Education, Case Western Reserve Unit, Newton, MA: WEEA Publishing Center/EDC, 1979, 505 pp.

Intended as a resource in developing and conducting programs to encourage talented female students in broadening their career options and to increase positive self-awareness, this manual provides step-by-step procedures for replicating a fourteen-session diagnostic/prescriptive career development program for grade 11.

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Putnam, Linda L. "Women in Management: Leadership Theories, Research Results, and Future Directions." Paper presented at the Annual Meeting of the Central States Speech Association, St. Louis, Missouri, April 5-7, 1979, 35 pp.

This review of the literature about women in management advocates the pursuit of research on women executives as unique components in the organizational setting, with the warning that careful and unremitting attention be paid to the selection of theoretical perspectives. It examines trait and role theory, and discusses such factors as aggressiveness and dominance versus dependence career development, and utilizes a wide variety of teaching and self-exploratory techniques, such as films, role-playing, inventories, readings, exercises, and discussion.

Muldrow, Tressie W., and Bayton, James A. "Men and women executives and Processes Related to Decision Accuracy," Journal of Applied Psychology, Vol. 64, No. 2, pp. 99-106, April 1979.

With respect to each of the seven decision-task variables, there was no significant difference between the two groups (of 100 men and 100 women executives). The multiple regression analysis did not show sex of executives as a factor influencing confidence, dogmatism, and decision latency as related to decision accuracy.

Norwood, Vera. How Women Find Jobs: A Guide for Workshop Leaders. Newton, MA: WEEA Publishing Center/EDC, 1979, 296 pp.

Developed by New Mexico State Commission on the Status of Women. Provides administration and teaching materials for use in organizing and conducting workshops intended to provide job-finding techniques and emotional support for women entering and re-entering the work force.

Osborn, Susan M., M.S.W., and Harris, Gloria G. Ph.D. Assertive Training for Women, Springfield, Illinois: Charles C. Thomas, 1975.

Written primarily for mental health professionals to discover new intervention methods with women, the book contains much anecdotal material derived from authors' clinical experiences. Language is non-technical and thus useful to nonprofessionals as well. Topics covered include racial conditioning, concepts of assertive behavior, group techniques, application of assertiveness and implications of its use.

Paul N. "Assertiveness Without Tears: A Training Programme For Executive Equality," Personnel Management, Vol. 11, No. 4, pp. 37-40, Bibliog. 9, April 1979.

An important quality for good management is assertiveness, but this assertiveness must be tempered so as not to aggravate coworkers. This is an especially important characteristic for women and minorities.

Rader, M. H. "Evaluating a Management Development Program for Women," Public Personnel Management, Vol. 8, No. 3, pp. 138-144, Bibliog. 9, May/June 1979.

The evaluation of a management development program for women on assertiveness and attitudes towards women is presented. Attitudes toward women improved for administrators and professionals after they received upward career mobility training. But it declined for supervisors. Women with more traditional attitudes may see promotion into a nontraditional female job as a threat rather than an opportunity.

Rea, Lorraine, The Woman Within, South Hills Health System, Homestead, PA, 1981, 52 pp. (ED198377)

This document is a leader's guide for conducting a course in improving self-esteem for mature middle- and upper-class women. Topics covered during the eight sessions include importance of a positive self-image; discovering the roots of the self-image; putting yourself in control; the importance of honest communication; putting male relationships in the proper perspective (2 sessions); overcoming fears; and putting it all together.

Reha, R. K. "Preparing Women for Management Roles," Business Horizons, Vol. 22, No. 2, pp. 68-71, April 1979.

This survey shows that institutions of higher education perceive a need for special courses to prepare women for management roles and are moving to fill it. These courses should be aimed at teaching women to understand the male defined structure of business.

Rehnke, Mary Ann. "Strategies for the Challenges Facing Women in Higher Education Administration." Paper presented at the Annual Meeting of the National Association of Women Deans, Administrators, and Counselors, Cincinnati, Ohio, April 12, 1980. April 1980, 10 pp.

Women administrators in higher education must deal not only with the usual challenges facing administrators (decision-making, resolving conflict, and advancing professionally), but also with the effects of sex stereotyping. Women are not seen as decision-makers, nor as conflict-resolvers, and are often viewed as supporting personnel rather than people interested in professional development. Specific remedies are suggested for individual women administrators, such as time and task management skills and resources.

Reis, Susan L. "A Woman's Job Search: Five Strategies for Success". Washington, D.C.: American Association of Univ. Women, 1978, 27 pp. (ED179120)

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An alternate approach to traditional job search methods which may be helpful to women is presented. The following five strategies are considered: (1) know what you want; (2) develop a network of professional contacts to help identify the hidden job market; (3) be selective in the job search; (4) research job openings thoroughly before deciding to submit a formal application; (5) know how to promote yourself effectively.

Riccardi, Toni; et al. "Careers and Management: Strategies for Women Professionals. Pre-Conference Seminar (Cincinnati, Ohio, March 24-25, 1979)." Stanford, CA: Association of Coll. Unions-International, March 1979, 81 pp. (ED177311)

This report presents the proceedings of the pre-conference seminar, "Careers and Management: Strategies for Women Professionals," which concentrated on issues related to: (1) practicing techniques and strategies which can be applied to on-the-job situations, especially as related to career advancement, and (2) developing methods of overcoming problems and barriers which may hinder career growth for women in management and administration.

Rudd, Nancy M.; and McKenry, Patrick C. "Working Women: Issues and Implications," Journal of Home Economics, Vol. 72, No. 4, pp. 26-29, Winter 1980. (EJ238075)

Despite the magnitude of changes in both female labor force participation and labor force attachment, research suggests that young women continue to make inappropriate decisions regarding investment in human capital, that is, education and work experience, given their probable work status later in life.

Sacks, Susan R.; Eisenstein, Hester. "Feminism and Psychological Autonomy: A Study in Decision-Making." Paper presented at the Annual Meeting of the American Psychological Association, 84th, Washington, D.C., September 3-7, 1976. September 1976, 30 pp.

Women seeking to realize the goal of autonomy, defined as self-interested decision-making, encounter conflict and anxiety. This study reports a group experience, using life-space drawings and force-field analyses to reduce anxiety and foster autonomous decision-making. Of the 15 women participants in the year-long study, 100% reported at least one action in the area originally designated for decision-making. Among the components in the process, participants cited identification with and support and information from, other group members. The results suggest that for the women in this study, group participation enhanced individual autonomy.

Sandmeyer, Louise; et al. A Program for Optimizing Women's Leadership Skills (OWLS), Washington, D.C.: NAWDAC Publications. (ED150480)

This program provides counselors with a means for integrating the individual with the organization, aspects of leadership training. In addition to an extensive, annotated bibliography, this monograph consists of seven sections: (1) an historical perspective of women in leadership roles; (2) a review of the literature concerning women and leadership; (3) an overview of current leadership programs and their limitations; (4) a rationale for the Optimizing Women's Leadership Skills (OWLS) program; (5) an exposition of the OWLS program consisting of four units; an organizational assessment, an individual assessment skill building modules, and structured experiences; (6) a suggested method for implementing the program; (7) recommendations for adapting OWLS to varying settings and clientele.

Sargent, A. G. "Training Men and Women for Androgynous Behaviors in Organizations." Group & Organization Studies, Vol. 6, No. 3, September 1981, pp. 302-311, Bibliog. 12.

Androgynous behavior studies suggest that masculine and feminine behaviors are found in varying degrees in people. Androgynous behavior is an alternative to stereotyped sex-role behavior in organizations. Traits found in the androgynous man and woman are defined. Androgyny can be integrated into human resource management programs in order to balance male-female behaviors and skills; traditional male and female business styles are cited. Androgyny can also be used as a model for competency-based management and is useful for changing Type-A behavior through a stress-management strategy. Typical behavior of managers are provided.

Schlossberg, Nancy K. "On the Brink: Your Own Career Decision," Journal of the NAWDAC, Vol. 40, No. 1, pp. 22-26, Fall 1976. (EJ146266)

The author presents a decision-making model for women who are in the process of making career decisions and choices. Implications for going through this process are discussed.

Scholz, Nelle Tumlin; et al. How to Decide: A Guide for Women, Princeton, NJ: College Board Publication Orders. (ED116983)

Designed to meet the changing needs of women by increasing their decision-making ability, this book provides practical exercises and activities which develop and clarify decision-making skills. In addition, it seeks to develop a broader concept of women's roles and emerging life patterns, to awaken women to the spectrum of new possibilities opening to them, and to serve as a catalyst for purposeful planning by women.

Shakeshaft, Carol; et al. Evaluation of a Course for Women in Educational Administration, March 1982, 58 pp.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982). (ED214301)

To address the differing experiences and needs of women who are potential administrators and to examine the barriers to their success, the Hofstra University Department of Educational Administration initiated an intensive workshop called "Women in School Administration" in 1980. The evaluation data indicate the course succeeded in improving participants' self-concept and in changing their career goals and administrative positions. Appendices provide the course syllabus for 1980-1982, evaluation instruments for ego development and goal and job changes, and the course evaluation forms.

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Toyne, Marguerite. "Woman's Career Path to Management through Effective Communication." Paper presented at the Annual Meeting of the American Business Communication Association, Toronto, Canada, December 1975, 13 pp. (ED128856)

Educators and people in industry are in a good position to educate and train both men and women for management roles. The following points should be emphasized for women preparing to assume managerial responsibilities: appropriate goals must be evaluated and clarified: special leadership skills and appropriate behavior will be expected; adjustment to the business environment will be necessary; managerial abilities need to be improved; effective information exchange must be maintained, keeping in mind the importance of both verbal and nonverbal communication and the three basic communication keys of who, what, and why; human relations must be understood, especially in managing people and in job counseling; and work should be well organized.

Truett, Carol. "Women in Educational Administration: Is There a Basic Role Conflict?" Paper presented at a Conference on Women and Work, Bloomington, Indiana, March 18-21; 29 pp. (ED172440)

The lack of women in top administrative positions in education has often been dismissed as attributable to role conflict. The available research literature is examined to determine if there is evidence of role conflict, and, if present, if role conflict prevents women from functioning adequately as educational administrators. Role conflicts for women administrators do indeed exist; however, we can hardly conclude that this renders women less efficient or effective if they choose to make educational administration their major role in life.

Voight, Nancy L, et al. "Community-Based Guidance: A 'Tupperware Party' Approach to Mid-Life Decision Making," Personnel and Guidance Journal, Vol. 59, No. 2, pp. 106-107, October 1980. (ED236051)

An inexpensive and effective outreach project for home-oriented women. It is self-perpetuating and develops its own professional and user networks. As a link between women, it provides the confidence to make and implement midlife decisions.

Wagner, Marjorie Downing; and Diamond, Helen. "Competency, Confidence, Courage: Fundamental Requirements for Success: An Interview with Marjorie Downing Wagner," Educational Horizons, Vol. 57, No. 2, pp. 97-101, Winter 1977. (EJ204130)

Dr. Wagner discusses her childhood role models and her decision to enter educational administration. She gives advice to young women who are planning for leadership roles. This article is part of a theme issue on women and leadership.

Weiss, Marvin. "The Confidence Clinic: A Program for Self-Esteem, Independence, and Career Planning." Clackamas Community Coll., Oregon City, Oregon, 14 November 1978, 7 pp. (ED161476)

Designed to help women on welfare to achieve and maintain self-sufficiency. The clinic which is located in a small two-bedroom home on the college campus gives women opportunities for self-evaluation, as well as information on job search techniques, training opportunities, community resources, understanding the problem of single-parent families, adult basic education, general educational development opportunities, driver training, home repairs, child development, family life, vocational and personality testing, personal problem solving, and wardrobe building. Over 90% of 108 students completing the one-term program got off the welfare rolls and a number of these enrolled in additional educational training at the college or elsewhere.

Welsh, M. Cay. "Attitudinal Measures and Evaluation of Males and Females in Leadership Roles." March 1979, 10 pp.; Paper presented at the Annual Convention of the Southeastern Psychological Association, New Orleans, Louisiana, March 28-31, 1979. (ED174927)

Male and female students from general psychology classes completed several attitudinal questionnaires, including the Women as Managers Scale and the Attitudes Toward Women Scale. In a later experimental session, subjects viewed a 10-minute video tape that contained either a male or a female directing a mixed sex triad on a dominoes design task. The script for the leaders and the performance of the groups were identical in each instance. Results indicated that males endorse a more conservative role for females, particularly in management roles, than do females. Female subjects generally evaluated female leaders positively, while male subjects evaluated male leaders positively.

Wright, Margaret A. "A Model for Determining New Directions for Women," Texas Personnel and Guidance Journal, Vol. 4, No. 2, pp. 99-103, September 1975.

Many mature women reach a decision-making point where a desire to change the direction of their lives is quite evident, but how to implement that change is unclear. Presented is a five-part guidance model which provides steps useful in working with the mature woman in her mid-life role change.

Yoder, Jan D.; and Hollander, Edwin P. "An Analysis of Findings Comparing Women and Men as Leaders," 1980, 8 pp.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, St. Louis, Missouri, May 1-3, 1980. (ED199083)
Psychological literature seemingly provides contradictory answers to the question of whether women and men are equally effective as leaders. There are generally two approaches used to answer this question: assign males and females the role of leader, keeping certain extraneous factors constant, and then compare leader or group effectiveness; or examine the leader's or group's reactions to actual male and female leaders. An alternative approach for examining leadership effectiveness in terms of gender differences is to assess how leadership role, leadership style, and situational characteristics influence leadership behavior.

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American Personnel and Guidance Association Meeting, "Simulation Games as Used in Resident Assistant Training Program," 1973, 26 pp.; Paper presented at the American Personnel and Guidance Association Meeting. 9-12 February 1973, San Diego, California.

This presentation discusses the use of simulation games in the training of resident assistants, and discusses such items as student response to this type of training device, rate of success in promoting discussion, simulating thinking, and developing skills, and the use of this device as a vehicle for peer feedback. The final part of the presentation deals with the specifics of creating new games for other campus situations and at developing skills in the area of staff training and in the developing of new applications of the simulation device.

Anundsen, K. "Building Teamwork and Avoiding Backlash: Keys to Developing Managerial Women," Management Review, Vol. 68, No. 2, February 1979, pp. 55-58.

A program for developing women managers. Conceived for the state of California, is described in detail. The program is a year-long series of seminars emphasizing teamwork. The goals are meeting EEO requirements, supplying managers and avoiding male backlash.

Association Management. "Play the Office Politics Game to Win," Association Management, Vol. 33, No. 3, March 1981, pp. 68-73.

Office politics play a large part of success in any job. Suggestions are given for playing office politics to win. Jobs in trade and professional institutions are emphasized. Mentors are important. Five types of mentors include the information mentor, the peer mentor, the competitive mentor, the godfather mentor, and the retiree mentor. Other areas discussed cover the rumor mill, identifying power, leaving, self-promotion, and keeping professional ties. Women should be more aggressive.

Baron, Alma S. Personnel Journal, Vol. 59, No. 1, January 1980, pp. 55-58, 63.

Baron, Alma S. "Special Training Course for Women - Desirable or Not," Training and Development Journal, Vol. 30, No. 12, pp. 30-33, December 1976.

The exploration of a woman's situation in contemporary society has spawned training programs for women which are desirable. They are because women in the past have not been given educational opportunities and because women have as great a prejudice against women in business as men in business do. Now that women no longer by and large demean their positions but are beginning to honor their own work, enrollments at management institute for females have dropped from 11 to 9 percent. Yet individual female participants have risen in number from 61 in 1974 to 160 in 1976. Women's training is viable and will continue to be so as more women enter management. Master the team manager concept, and meet the communication, authority delegation, and creative intellectual needs of women.

Bean, John P. "Student Attrition, Intentions, and Confidence: Interaction Effects in a Path Model. Part II, The Ten Variable Model," April 1981, 41 pp.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA. April 13-17, 1981).

A causal model to explain student attrition was tested at a major midwestern land-grant university with a sample of 1,513 full-time, unmarried freshmen who were 21 years old or younger. Recommendations based on the findings are as follows: develop the motivation and learning skills of students so that their grades can rise: demonstrate to students how any major they choose can be of practical value (important for future identify reasons to be loyal to it);offer courses the students think that they want to take; and develop the student's educational goals. (ED202442)

Bell, Sara L., and Mayhew, Carol O. "Data Processing and Related Occupations Module. Achieving Sex Equity in Business and Office Education," July 1980, 633 pp.

Blanchard, Paul D. "The Impact of Sex Discrimination in the Recruitment of Educational Policy-Makers," October 1976, 13 pp. Paper presented at the Southeastern Conference of the American Society for Public Administration (Miami Beach, Florida, October 19-21, 1976.)

Reviews empirical and statistical evidence documenting underrepresentation of women as school administrators and as members of local boards of education. Studies are cited that demonstrate that it is an attitude of prejudice that is the most significant obstacle to women seeking administrative positions. The author's research on attitudes of members of local school boards toward representation and decision-making revealed that women were more responsive to community needs and communicated with important constituencies outside the educational world more than their male counterparts did.

Bradley, Patricia Hayes. "The Folk-Linguistics of Women's Speech: An Empirical Examination," Communication Monographs, Vol. 48, No. 1, pp. 73-90, March 1981. (EJ246844)

Examines reactions to male and female discussants who express positions of dissent in small decision-making groups. Results indicate that both men and women were persuasive when they used well-supported arguments. The use of qualifiers (tag questions disclaimers) only had an adverse affect, however, when used by women.

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Branch, Audrey, et al. Learning from Experience. A Handbook for Adult Women Students, La Guardia Community Coll., Long Island City, N.Y., 1982, 50 pp., WEAA Publishing Center/EDC. (ED216233)

A guide to making the most of a work experience educational program for adult women. It is appropriate for independent study or use in a structured program. Part 1 on preparing oneself for a work experience educational program is designed to guide a woman in learning more about herself. Each of the seven sections contains some reading and exercises on these topics: becoming a student again, implications of decision to return to school, experimental learning, self-assessment, career planning, educational planning, and credit for prior learning. Part 2 makes suggestions for finding a job/developing one's own placement. Three sections focus on organizing a job search, employment market, and the hidden job market.

Brown, M.D. "Getting and Keeping Women in Nontraditional Careers," Public Personnel Management, Vol. 10, No. 4, 1981, pp. 408-411, Bibliog. 6.

Women in blue collar jobs have more problems with sexual harassment and inadequate training than women in positions of management. Six strategies are presented for keeping women in nontraditional jobs. The list includes employing more than one woman in entry level positions and having upper management's support. Some occupations are easier to integrate with women than others. Examples of these jobs are: bus drivers, short-haul truck drivers and telephone operators because they require less physical strength and physical danger is not present within them.

Bryant, LeEarl Ann, Ed. "Upward Mobility and Professional Development for Women Engineers," 1976, 108 pp.; Proceedings of an Engineering Foundation Conference (Easton, Maryland, October 11-15, 1976). (ED176942)

Proceedings of a 1976 Engineering Foundation Conference sponsored by the Society of Women Engineers and the Engineering Foundation. The format of the conference consists of an informal program of speakers and discussion group meetings dealing with the effective use, development, and advancement of female talent in handling problems in engineering and management. Topics include Career Patterns, Professional Development, Job Negotiation, Management Success, and Executive Potential. The five appendices contain supplementary information including a conference participant list and a selected bibliography.

Buckley, R. J. "Management Short-Fall in the 1980's a Threat for the American Economy," Vital Speeches, Vol. 46, No. 8, February 1, 1980, pp. 247-251.

There will be a surplus of management jobs in the 1980's due to the great numbers of post World War II babies entering their 30's and 40's. Managers will have to be well educated technically and in business areas. Women and minorities will be part of this group of managers.

Burrow, M.G. "New Wine in Old Goatskins: Creating New Management Settings," Personnel Administrator, Vol. 25, No. 4, April 1980, pp. 51, 53+.

Women entering management levels of work find resistance in both the public and private sectors. Improving corporate communication is an important ingredient in helping the new women manager become adjusted. The former mentor system is no longer an effective model and more reciprocal interaction needs to be developed.

Business Week. "The Consulting Springboard," Business Week, No. 2701, August 17, 1981, pp. 101-104.

Management consulting offers women an entrance to top corporate jobs. A management consultant is exposed to many companies. Different kinds of problems and a variety of different experiences. It is an invaluable on-the-job learning experience for a management position. Women with consulting experience are chosen for jobs over those with industry experience. Experience gained in consulting includes the psychological competitive edge that enhances good management.

Business Week. "Women Finally Get Mentors of Their Own," Business Week, No. 2557, October 23, 1978, pp. 74, 79-80.

Further integration of women into management is marked by the appearance of female mentors. Women are realizing clout comes from subordinate prestige. Companies are providing career advisors and training policies for women.

Buzenberg, Mildred A. "Training and Development of Women Executives-a Model," Collegiate News & Views, Vol. 29, No. 1, pp. 19-22, Fall 1975.

Describes course designed to develop better managerial abilities in women is being offered at Kansas State University to help the increasing number of women in business penetrate higher levels of management.

Carr-Ruffino, Norma. The Promotable Woman: Becoming a Successful Manager. Belmont, California: Wadsworth Publishing Company, 1982.

Guide to help reader to take advantage of opportunities and deal with problems by (1) understanding how self-concepts affect management style, (2) making constructive behavioral changes to function more effectively, (3) understanding how sterotypes affect management, and (4) developing specific management skills. Contains objectives, case studies and exercises to train reader.

Catalyst, Marketing Yourself: The Catalyst Women's Guide to Successful Resumes and Interviews, Catalyst Staff, New York: Bantam Books, 1980.

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Cauley, Constance Drake. Time for a Change: A Woman's Guide to Nontraditional Occupations. Ellis Associates, Inc., Tulsa, OK; Technical Education Research Center, Cambridge, MA, September 1981, 88 pp. Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C. Available from: TERC Publications, Dept. R, 44 Brattle Street, Cambridge, MA 02138.

Guide for women interested in nontraditional occupations (NTOs). Describes nontraditional occupations and offers suggestions for deciding whether an NTO is appropriate for the individual. The need for women in NTOs is first addressed. Rewards are considered, and a checklist is provided to test for readiness to choose an NTO. These myths regarding women in NTOs are described: certain jobs are only for men or women, women lack strength for "men's work," women lack temperament for "men's work," women cause disruptive sexual relationships on worksite, and women cause employers additional expense. Some general areas of the traditionally male occupations are over-viewed, including engineering and science technology, industrial production, mechanics and repairer occupations, and construction trades. Sketches of sample jobs in each area cover job duties, job environment, required interests and abilities, training needed for entry-level position, occupational outlook, benefits and advancement opportunities, average national starting salaries, and some similar jobs.

Christiansen, Kenneth. "How the ABZ Games Work," Simulation/Games for Learning, Vol. 9, No. 3, pp. 107-116, Fall 1979. (EJ214686)

Describes and analyzes a run of the roughest and most basic version of the ABZ GAMES, a family of games for teaching about social group interaction in situations where oppression is a key element.

Clayton, Kathi, and Fincky, Andrea. The Homemaker's Job Hunting Guide: A Woman's Resource Guide. Pennsylvania Commission for Women, Harrisburg. May 1978, 20 pp. Available from: Commission for Women, 512 Finance Building, Harrisburg, PA 17120. (ED159351)

Written to aid a woman entering the job market for the first time or re-entering after a period of nonemployment, this guide supplies basic information about preparing for a job or a career. First, the preliminary step of self-assessment and assessing abilities and training is described, and a personal inventory form is suggested. Next, the considerations that affect job choice are reviewed and sources that may suggest career options are identified. In case the career selected requires retraining, refresher courses, or additional education, programs designed to meet those needs are reiterated. Following a discussion of job application procedures (preparing a resume and cover letter, application forms, and interviews), the topic of sex discrimination by employers is covered. Because of the need of displaced homemakers to coordinate their job and home life, provisions for child care and household chores are included.

Daley, Margaret. "Turn Your Everyday Skills Into Good Outside Jobs," Better Homes and Gardens, January 1977, pp. 24.

This article gives advice to women deciding to go to work outside the home. The author outlines five steps in the process of finding out about yourself and your skills and then turns those skills into good outside jobs.

DeAnda, Natividad. "Competencies of Leaders and Managers in Educational Research and Development. Independent Research and Development Project Reports. Report No. 4." Far West Laboratory for Educational Research and Development, San Francisco, CA, 30 June 1980, 95 pp.

This report clarified pilot efforts which address new problem areas in educational needs. The project was initiated to determine the specific competencies essential to the management of educational projects in research and development. It was found that effective management of research projects require competence in: (1) supervision; (2) budget management; (3) public relations; (4) communications; (5) documentation; (6) planning, and (7) evaluation.

DeWitt, Diane, and Colasurdo, Elizabeth. Careers for Women in Science and Technology: A Model Treatment Program. Final Report. Highline Community Coll., Midway, WA, 107 pp. Sponsoring Agency: Washington State Commission for Vocational Education, Olympia. (ED186652)

A project was conducted to design and field-test a prevocational program of recruitment, instruction, advising, counseling, and placement for women considering careers in science and technology fields. By the completion of the course, approximately 68% of the 54 participants were actively planning to enter sci/tech careers.

Dolphin Books. One Thousand and One Job Ideas for Today's Women: A Checklist Guide to the Job Market. 1975, 268 pp., by Ruth Lembeck. Available from: Dolphin Books, Doubleday and Co., Inc., 245 Park Avenue, New York, NY 10017.

Lists over 1,000 jobs and their requirements. Includes suggestion on the ways a woman can further her education, how to get into volunteer work, where to find new agencies that specialize in placing women, how to obtain shared jobs, where women over 55 can work, and how to get further information on all aspects of job hunting.

Dubin, Samuel S. Training Women in Management: A Continuing Education Workshop Approach, Pennsylvania State University, University Park, Planning Studies in Continuing Education, November 1978, 71 pp. Available from: Planning Studies in Continuing Education, 232 Grange Building, The Pennsylvania State University, University Park, PA 16802. (ED167750)

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The number of women occupying managerial positions in the U.S. is relatively small, but it rose 47% from 1970 to 1976. Circumstances contributing to this rise are enforcement of legal sanctions against discrimination and women's increased educational attainment. Two workshop series dealing with innovative topics were developed. The first series, workshops for men and women managers, deals with the following topics: male stereotypes about the biases toward women managers, comparison of men and women managers' abilities and characteristics, a decision-making method, conflict management, and change strategies. The second series for women only addresses problems of women managers. Workshop topics include assertiveness training, men and women's career concept differences, power, collusion, intimacy-sexuality, support, career planning, professionalism, and communication skills.

Edson, A. S. "How Other Companies Assess MBA Recruitment: Some Make It Big, Others Stumble," Management Review, Vol. 68, No. 4, April 1979, pp. 13-14.

Acquiring an MBA degree does not necessarily equip a recruit to take charge immediately or familiarize him/her totally with the industry, despite previous work experience. Technical competence and expertise is presented as a rationale for recruitment by some employers. Lack of interpersonal training and resentment seem to prevail among MBA recruits.

Eisen, Irving. Seven Steps to Finding YOUR Place in the World of Work: A Guide for Jewish and Other Minority Youth. Pamphlet No. 1015. Washington D.C.: B'nai B'rith, Vocational Service, 1971, 33 pp. (ED103602)

Describes the importance of "placement readiness" and seven essential steps in the job search process: (1) find out what kinds of jobs you can qualify for; (2) find out where the jobs are; (3) ask; (4) how to write the letter of application and complete the application form; (5) how to compose your resume; (6) preparing for your employment interview; and (7) communication during the interview.

Ekstrom, Ruth B. Project HAVE Skills: A Program to Help Women Find Jobs Using Homemaking and Volunteer Experience Skills. Women's Workbook. N.J.: Educational Testing Service, Princeton. (ED216265)

Women's Workbook part of the HAVE (Homemaking and Volunteer Experience) Skills materials designed to help women identify the job-relevant skills they have learned as homemakers and volunteers and to match those skills with paid jobs. In addition, it can also be used to help working women use their unpaid work skills for job changes or advancements. Includes counselor and employer's guides, sample worksheets and references.

Ekstrom, Ruth B. Project HAVE Skills: A Program to Help Women Find Paid Jobs Using Their Homemaking and Volunteer Work Skills. Counselor's Guide. Princeton, NJ: Educational Testing Service, 1981, 262 pp. (ED216267)

Counselor's Guide accompanying above workbook. The introductory chapter discusses the rationale for recognizing homemaking and volunteer skills and explains the design of the model HAVE Skills program. The remainder of the guide is divided into 12 sections; each section outlines a HAVE Skills Counseling Program session. The sessions concentrate on identifying skills, reviewing experiences, matching skills to occupations, identifying job values and needs, exploring occupations, writing resumes, searching for jobs, and conducting a final wrap-up and evaluation.

Epstein, S.S. "Women Into Management the Simmons Approach," Journal of Applied Management, Vol. 5, No. 1, Jan/Feb 1980, pp. 24-25.

Women have not been properly trained to enter the male-oriented business community. They have been given the technical skills, but not behavioral skills. Simmons College offers a graduate program to women emphasizing a behavioral approach. The program offers support and case study situations where women can learn strategy risk taking and other problems that enter into management.

Fox, Marcia R. Put Your Degree to Work. A Career-Planning and Job-Hunting Guide for the New Professional. 1979, 169 pp. New York: W. W. Norton and Co. (ED176661)

Career planning and job hunting for graduate students are discussed in this book. Presentations cover steps for conducting an effective job search, the importance of clarifying job objectives, and characteristics of an effective resume are examined in detail including advice on resume content, appearance, and specificity. Recommendations for overcoming special resume "problems" such as previous firings and lengthy periods of unemployment are also discussed. Although the book is geared toward helping the graduate student make a successful transition from student to professional, the advice may also be applicable to undergraduate job seekers, and others.

Fort Wayne Women's Bureau, Inc. Nontraditional Resource Catalogue: Opening Trade Barriers. Fort Wayne, IN: Fort Wayne Women's Bureau, Inc., 1980.

Lists a variety of print/video/film resources in non-traditional opportunities and job-hunting techniques for women, counselors, and workshop presentors.

Fowler, Robert A.; Hummel, Theodore W. Careerism: How to Select a Successful Career. 1971, 161 pp. (ED092741)

The major reason men and women become dissatisfied is they did not know the right questions to ask when they initially started looking for a career, and consequently received misguided and/or incorrect answers. "Careerism" provides instant experience by posing questions every career seeker must ask and must get a straight answer: What occupations and industries suffered in 1970? Which ones look good for the 70's and 80's? Which ones will phase out? Provide the greatest opportunity for rapid advancement? Pay well? What should you look for in a company, an industry, a boss? Why have some individuals enjoyed success, while others equally qualified, have not? Who can help you in your career, and who can kill it? "Careerism" is based primarily on the true experiences of real live people.

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Garen, Margo E. "A Management Tool for the '80s," Training and Development Journal, Vol. 36, No. 3, pp. 41-49, March 1982. (EJ258932)

The author examines the potential possessed by both men and women in corporations to develop a newly-focused and people-sensitive management style. Discusses management skill dimensions, leadership qualities, flexibility, decision making, inner work standards, and performance stability.

Gold, Carol Sapin. "Staying a Winner," Educational Horizons, Vol. 57, No. 2, pp. 80-83, Winter 1977/1978. (EJ204127)

Ms. Gold, a management consultant, describes the key to her success as reliance on the ACE theory: adaptability, consistency, and energy.

Gutek, Barbara A., and Stevens, Denise A. "Differential Response of Males and Females to Work Situations Which Evoke Sex Role Stereotypes." Paper presented at the Annual Meeting of the Western Psycological Association (April 21-24, 1977, Seattle, Washington); 22 April 1977, 20 pp.

The hypothesis in the present study is that in work situations which evoke sex role stereotypes, women will respond less stereotypically than males since it is in their best interest to do so. Almost 300 students were given five in-basket decision tasks, involving either male or female employees. All five involved behavior that is considered more appropriate for one sex than the other. The situations concerned hiring for a position requiring extensive travel, promotion of a person who stated that family life comes before work, response to an employee whose spouse has been offered a lucrative position elsewhere, response to a request for leave of absence to care for one's children, and deciding the appropriateness of a person's attendance at his/her spouse's company parties. Both male and female subjects, the majority of whom were first semester freshmen, responded to the in-basket situations in a somewhat less stereotypical manner than Rosen, Jardee, and Prestwich's male managers. In general, females are not less discriminatory than males although there are differences between the sexes in specific areas. Despite the rhetoric about a loosening of sex role stereotypes, however, results suggest that both young males and young females may still respond in a fairly stereotypical manner to work situations which evoke sex role stereotypes.

Hanson, Marlys C. "Jobs for Women in Science." A Discussion for the Conference for Educating Women for Science: A Continuous Spectrum." 1975, 16 pp.; Paper presented at the Conference for Educating Women for Science: A Continuous Spectrum (Stanford, CA). (ED195688)

Opportunities for scientists in the near future will be very good in the fields of energy research and development, both for degreed scientists and for technicians. Geologists, geophysicists, mining engineers, rock mechanics, hydrologists, applied physicists, applied chemists, and nuclear engineers are among the types of personnel needed. These are fields that have traditionally been "male enclaves." If women are to take advantage of the opportunities in science, they need more training and more exposure at an earlier age to nontraditional fields; they need to be around mechanics and engineers; they need to take shop and learn to rebuild auto engines so they can get out of the office-environment and into the fields where the jobs will be.

Hay, D.C. "Women in Management: The Obstacles and Opportunities They Face", Personnel Administrator, Vol. 25, No. 4, April 1980, pp. 31-39, Bibliography 31.

There is an increasing need for more women in management positions. The woman faces problems from sex discrimination as well as the need to have a positive assessment of her present skills and goals. Following this assessment the woman needs to explore further training and career development opportunities. Find a sponsor and strive for upward mobility.

Huebener, Theodore. Opportunities in Foreign Language Careers, 1975, 140 pp., Louisville, Kentucky: Vocational Guidance Manuals. (ED111215)

Includes information on education, preparation and attributes needed for success, as well as areas to apply for positions and types of jobs available.

Iker, Sam. "A Math Answer for Women." MOSAIC, Vol. 11, No.3, pp. 39-45, May-June 1980. (EJ228836)

An overview of the status of female participation in mathematics is given. Special attention is paid to the evidence that participation in mathematics courses in high school acts as a filter for occupational choice.

Izraeli, D.N.; Banai, M.; and Zeira, Y. "Women Executives in MNC Subsidiaries", California Management Review, Vol. 23, No. 1, Fall 1980, pp. 53-63, Bibliography 41.

Special problems faced by women executives of Multinational Corporation subsidiaries are considered. Sex stereotypes which make it difficult for women to rise to the level of senior executive are examined along with the special problems of the expatriate manager. Results of a study are presented which examined the attitudes of host country organization managers concerning women expatriates as heads of MNC subsidiaries. Findings of the study are analyzed for variations in attitude by host country and host industry.

Jackson, Dorothy J. "Administrative and Research Development Programs for Women and Minorities: The Need and Response." February 1980, 22 pp.; Paper presented at the Annual Meeting of the American Association of College Teacher Educators (Dallas, TX, February 1980). (ED185933)

The status of women and minorities in higher education is discussed, and two intervention strategies are described that were implemented by the Higher Education Resource Service (HERS, Mid-Atlantic) of the University of Pennsylvania to assist in training and advancement.

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Jacques, Joseph W., Comp.; Schwartz, Beverly, Comp. Career Education Bibliography, Second Edition. National Adult Education Clearinghouse/National Multimedia Center for Adult Education, Upper Montclair, N.J., 1976, 240 pp. Available from: National Adult Education Clearinghouse, Montclair State College, Upper Montclair, New Jersey 07043. (ED167749)

This bibliography, containing approximately 600 abstracts of career education materials, was developed for adult education administrators, planners, and practitioners, working in a variety of settings, such as adult basic education programs, high school equivalency programs, on-the-job training and retraining programs, and career counseling centers. These materials include teacher-support and student-use texts, workbooks, classroom kits, guidance and counseling aids, testing and appraisal materials, curriculum plans, and resource directories.

Kandel, Thelma. What Women Earn. New York: The Linden Press/Simon & Schuster, 1981.

Kane, Roslyn D., and Frazee, Pamela. Occupational Choice: Do Traditional and Non-Traditional Women Differ? April 1978, 18 pp. Washington, D.C.: Department of Labor, Women's Bureau. (ED167742)

A national survey of women in nontraditional, mixed, and traditional occupational training at area vocational technical schools was conducted to determine the factors which influence women to enter nontraditional training and how they differ from those of traditional women. It was found that women have difficulty selecting a nontraditional vocational program and that this problem is compounded by the pressure on women to choose academic preparation. Interest was the single most powerful force influencing women in their selection of vocational training. Ability in the occupational area was second, and earnings came third. Educational personnel did not have a great impact on the career decision making of students. Counselors and teachers had more influence on traditional women than on nontraditional women. Parents were the most influential group for nontraditional students.

Kaplan, Roberta. Suit Yourself. Shopping for a Job. Wider Opportunities for Women, Inc., Washington, D.C., July 1980, 55 pp. (ED203124)

Designed especially for women but applicable to men as well. Aimed at helping the reader to find a job/career suited to individual talents, education, and needs. It takes a step-by-step approach from self-appraisal to appraisal of the job market to looking for and securing a specific job. The 10 sections of the guidebook lead the reader through a self-assessment (with self-profile forms provided) to a look at employment opportunities, to setting job targets and career goals.

Koff, L. A., and Hanlon, J. H. "Women in Management: Keys to Success or Failure," Personnel Administrator, Vol. 20, No. 2, April 1975, pp. 24-28.

Discussion of the various characteristics present in women managers in an attempt to account for those women who are likely to succeed and those likely to fail once promoted.

Laitman-Ashley, Nancy M., Comp. Women and Work: Paths to Power. A Symposium. Information Series No. 190. Ohio State University, Columbus. National Center for Research in Vocational Education, 1979, 81 pp. (ED185311)

Focusing on five possible transition points in a woman's career, five symposium papers explore some major problems that women encounter in career and job transitions and present existing and potential solutions and the extent to which women develop skills and abilities in one setting that are transferrable to another situation.

LeBlanc, Carol. Job Search Tips for Women. Arizona State Dept. of Economic Security, Phoenix, 1977, 15 pp. (ED176000)

This booklet contains a self-appraisal inventory and some tips on job hunting which are intended to assist women who have not worked for a while, have never held a job before, or want to change careers. The self-appraisal inventory is designed to help the user pinpoint educational and vocational experiences, skills, and special abilities that will be of interest to a prospective employer. The job hunting tips are designed to help the user determine career goals, identify educational and training needs, find employment opportunities, and prepare for the employment interview.

Lerman, Averil. Earning a Breadwinner's Wage: Non-Traditional Jobs for Women on AFDC. Women's Enterprises of Boston, Inc., MA, 1978, 50 pp. Sponsoring Agency: Massachusetts State Commission on Postsecondary Education, Boston; Office of Education (DHEW), Washington, D.C. Available from: Women's Enterprises of Boston, 739 Boylston Street, Boston, MA 02116. (ED190868)

Written for women on Aid to Families with Dependent Children (AFDC) who are seeking employment, this booklet is designed to introduce the possiblity of taking a nontraditional job. Describes training options, strategies for finding and landing a nontraditional job, ways to arrange for child care; and legal rights on the job. The final chapter is primarily directed toward employment counselors and offers techniques for counseling and placing women in nontraditional jobs.

Martin, Gail M. "From Homemaking to Moneymaking," Occupational Outlook Quarterly, Vol. 22, No. 4, pp. 2-10, Winter 1978. (EJ197466)

Provides tips and resources to assist women attempting to make the transition from homemaker to labor force participant. To help women put their best foot forward, author goes through steps of conducting a successful job campaign: Assessing skills, choosing a career, writing a resume, and going for job interviews.

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Mississippi Employment Security Commission. Women in the Labor Force: 1978. Mississippi Employment Security Commission Jackson Department of Research & Statistics, 1978, 33 pp. (ED162096)

There has been a rapid increase in Mississippi women's participation in the labor force, but female participation still lags behind male participation. The 1960's witnessed dramatic increases in younger women's participation. The trend is expected to continue into the late 1970's. Annual 1977 averages showed women made up almost 40% of Mississippi's labor force. The 1977 unemployment insurance data reveals most women claimants are between twenty-two and thirty-nine. Less than one in four was hard core (fifteen weeks or longer) unemployed. Two pieces of legislation have addressed women's employment rights: the 1964 Civil Rights Act, which created the Equal Employment Commission to establish sex discrimination guidelines and the 1963 Equal Pay Act to prohibit pay discrimination because of sex. Despite Affirmative Action programs, most women have remained in traditional occupational categories (e.g., clerical and service work). There will be over 466,000 available openings in Mississippi during the 1975-1985 period. White-collar jobs will account for about 42% of openings, blue-collar occupations 38%, service workers 14%, and farm workers 5%. The projected needs of the following occupations have been analyzed: professional, technical, managers/administrators, sales workers, clerical, crafts, operatives, service workers, laborers, and farmers/farm workers.

National Academy of Education. National Academy of Education Educational Research: Management Workshops; Final Report. National Academy of Education, Washington, D.C., 1979, 18 pp. Sponsoring Agency: National Inst. of Education (DHEW), Washington, D. C. (ED196866)

Educational researchers have rarely been given training or apprenticeship experience in one of the most fundamental but neglected aspects of contemporary educational research: educational research management. The ability to muster the resources and develop effective management skills is an indispensable ingredient of modern research. Women and minorities have been especially neglected as potential research managers. The objectives of the workshops included the training of promising women and/or members of minority groups as researchers, and the enhancement of career development by fostering professional contacts. The workshops included lectures, discussions, and simulation exercises in the areas of research design and methodology, proposal preparation, budget creation, and project management.

Neely, Margery A., and Dees, Diane. "Unpaid to Salaried Employment: Strategies for Change," April 1981, 25 pp.; Workshop presented at the Annual Convention of the National Vocational Guidance Association (St. Louis, MO, April 12, 1981). (ED201835)

This workshop presentation from the National Vocational Guidance Association Annual Convention consists of two parts--a discussion of strategies for women to use in entering the paid labor force and a process to identify marketable competencies one has acquired. First, strategies are addressed for handling these three components of the change from unpaid to salaried employment: affective issues that create stress, job finding, and identifying and marketing skills. Second, process related to functional resumes is explained that help identify marketable skills one possesses.

Norgaard, Corine T. MSU Business Topics, Vol. 28, No. 1, pp. 23-28, Winter 1980.

Women have unprecedented opportunities in the business world today, and for the ambitious woman, there are few barriers, according to one version. On the other hand, some view the progress of women in the business world as an illusion. A study of 124 women in lower and middle management positions produced a variety of answers regarding the status of women. The subjects studied listed 4 discriminatory practices which they perceived to hamper women: 1) employer prejudices against hiring women, 2) different salaries for men and women, 3) promotion policies based on sex, and 4) unwillingness to delegate responsibility and authority to women.

Novak, Kathy. Handbook for Women in Transition. Book I--Job Hunting Skills. K. N. Associates, Wyomissing, PA, 1980, 105 pp. For a related document, see CE 032 176. Sponsoring Agency: Office of Education (DHEW), Washington, D. C.; Pennsylvania State Department of Education, Harrisburg. (ED216145)

Based on a survey of former fulltime homemakers in the Reading, Pennsylvania area, this handbook was designed to provide a framework for resource persons to lead group sessions for women in transition. The material focuses on assessing skills and discovering which skills developed through homemaking can be transferred into paid employment, and the job hunt, assisting participants learn job hunting skills. Topics covered are job search, career path, and community knowledge. The final part of the guide, presenting your skills to employers, emphasized methods that can be used for approaching employers. Contents include the training contract, resume writing, preparing a portfolio, and researching a company. Role-playing exercises also are supplied. All exercises provide evaluation sections.

Odiorne, George S. "Training To Be Ready for the '80s," Training & Development Journal, Vol. 34, No. 12, pp. 12-20, December 1980.

Training professionals must do some forecasting and shape programs to meet the strategic human-resources needs of the future. It will be easier to move into the 1990s in terms of training if preparations are made for likely changes: 1) significant upgrading of the number of women and blacks in college, 2) increasing numbers of women in business schools, 3) rising levels of welfare payments, making it difficult to find American workers to take lower-level jobs, 4) a trend toward self-obsessiveness that will have implications for supervisors, 5) a trend towards a bilingual American, 6) changed labor-management relations, and 7) the rapid rise of socio-technical changes.

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Parker, James C.; and Others. Equitunity in Vocational Education Administration: A Handbook for Women. Southern Illinois University, Carbondale, Department of Vocational Education Studies, October 1980, 21 pp. (ED199547)

Designed to assist women in and aspiring to vocational education administration in planning for entry into and success in vocational education administration. Requirements involve personal factors (planning for the future, role conflict, seeking identification); skill development (academic credentials, defining skills, documenting experiences, training programs, personal improvement, assessing transferrable skills); and visibility.

Perun, Pamela J.; and Bielby, Denise D. Towards A Model of Female Occupational Behavior: A Human Development Approach, Revised Version. Duke University, Durham, N.C. Department of Sociology; Duke University Medical Center, Durham, N.C. Department of Psychiatry. August 1978, 47 pp.; Paper presented at the American Sociological Association Annual Meeting (73rd, San Francisco, September 4-8, 1978). (ED166377)

After a discussion of the patterns of female labor force activity and the trend toward increased participation in the labor force by women between 1900 and 1975, this paper points to the need to re-examine traditional ideas about women and work and to develop a model of female occupational behavior based on a human development approach. Four theories, those of Roe, Holland, Ginzberg, and Super, which respectively represent the trait-factor, personality, self-concept, and vocational development theories of occupational behavior, are described. The theories are then evaluated for their applicability to women and for their relevance to a human development approach.

Physics Today. "What Barriers Impede Women's Science Careers?," Physics Today, Vol. 29, No. 8, pp. 63, August 1976. (EJ147084)

Participants in the symposium of the Committee on the Status of Women in Physics at the meeting of the American Physical Society heard reports and summaries on 10 National Science Foundation funded studies that sought to determine factors influencing education and career decisions by women in science.

Porter-Gehrie, Cynthia. "The Female High School Principal: Key Factors in Successful Career Advancement." April 1979, 27 pp.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979). (ED170914)

The purpose of this paper was to examine the problems of and demands on female administrators as they make the transition from the elementary to the secondary school principalship where more policy-setting is involved. Two case studies are presented of women principals making the transition within large city school systems. The subjects were observed for twelve full school days throughout the academic year as they conducted their daily business. After a detailed discussion of some of the obstacles they overcame, the paper concludes that a study of additional female principals over the whole school year may provide a context for interpreting the findings of normative research on larger samples of female managers.

Rosen, Benson; Jerdee, Thomas H. "On-the-Job Sex Bias: Increasing Managerial Awareness," Personnel Administrator, Vol. 22, No. 1, pp. 15-18, January 1977.

Use of an experimental learning approach, in which participants learn from data generated in exercises, cases, and role playing has a lasting impact when participants return to their jobs.

Ruzek, Sheryl Burt, Ed. Women and Health Careers: A Guide for Career Exploration. Evanston, IL: Northwestern University, The Program on Women, 1979, 211 pp. (ED179900)

Based on the two-year analysis of career development needs conducted by the Program for Women in Health Sciences, University of California, San Francisco and funded by the U.S. Office of Health Resources Opportunity, this guide provides step-by-step instructions for career planning and exploration for laypersons or helping professionals. Over 100 careers in the health sciences, health professions, paraprofessional health services, and public health fields are described along with educational requirements, cost of training, employment opportunities, career contingencies, and sources for further information. Strategies for selecting an appropriate training program, gaining admission, surviving training, and seeking employment are also included.

Schneider, Stephen A. "The Availability of Minorities and Women for Professional and Managerial Positions, 1970-1985." Manpower and Human Resources Studies No. 7. Pennsylvania University, Philadelphia, Wharton Industrial Research Unit, 1977, 280 pp. Available from: Industrial Research Unit, The Wharton School, University of Pennsylvania, Philadelphia, PA 19104. (ED143131)

The current status of women and minorities in professional and managerial positions is examined and the situation in the year ahead to 1985 is forecast. Specific occupations chosen for this study include the entire occupational field of engineering including its major subfields (industrial, chemical, electrical, and mechanical). Other occupations are accounting, business administration, law, chemistry, physics, medicine, and dentistry. The past and present experience of minorities and women in these occupations is examined by drawing together a comprehensive review of the related literature and statistical materials. Chapters three through eight examine each comparison of the findings drawing conclusions about the rate of increase of black & female participation in these occupations based on the previous chapters.

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Shapiro, E. C.; Haseltine, F. P.; and Rowe, M. O. "Moving Up: Role Models, Mentors, and the "Patron System," *Sloan Management Review*, Vol. 19, No. 3, Spring 1978, pp. 51-58.

Role models are found ineffectual in helping women attain positions of leadership and power in management. Ways of obtaining meaningful career moves for women are considered.

Smith, Caryl K.; and Others. "Broadening Career Options for Women," ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Michigan, 1982, 73 pp. Sponsoring Agency: National Inst. of Education (ED), Washington, D. C. Available from: ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109. (ED212931)

After reviewing the current employment situation for women, five hypotheses are offered as to why women may be underrepresented in some career areas and suggestions of specific strategies counselors might use to help women resolve each of the five problem situations are made. The strategies presented concentrate on: 1) skill development; 2) career awareness; 3) self-awareness; 4) job-seeking skills; and 5) coping skills. An extensive resources section is provided to help counselors implement the strategies, including background information on the socialization of women, women in the labor force, and minority women and work.

Smith, Walter S. "Five Approaches to Increasing Participation of Talented Women in Science Careers." April 1978, Paper presented at the Annual Meeting of the National Science Teachers Association (Washington, D. C., April 1978). (ED161690)

Paper is concerned with the need for science teachers to encourage women students to pursue professional science careers. It presents five hypotheses that are often assumed about women and counters with five strategies that can be used. These are (1) Deficiency hypothesis/Remediation strategy; (2) Unfeminine career hypothesis/Career selling strategy; (3) Role conflict hypothesis/Role resolution strategy; (4) Job seeking hypothesis/Assertive skills strategy; and (5) Discrimination hypothesis/Antidiscrimination strategy. Each pair is discussed in detail. A bibliography is included.

Springer, Judith W., Ed. *Issues in Career and Human Resource Development. Research Papers from the ASTD National Conference (St. Louis, MO, 1979). ASTD Research Series. Paper No. 5*, American Society for Training and Development, Madison, WI, 1980, 171 pp. (ED195775)

An assortment of papers, addresses, and subjects ranging from how to transfer skills to creative problem solving.

St. John, R. L. "A New Approach to Affirmative Action," *Personnel*, Vol. 56, No. 3, May-June 1979, pp. 25-30.

New York Telephone, part of Bell Telephone System, designed an ultimate goal opportunities (UGO) program to encourage women employees to consider entering technical areas of the company. Those interviewed felt the trainee-to-supervisor transition had been made successfully as a result of the program. Skills learned in the UGO Program helped women enter male-dominated technical jobs.

Summerhays, Beth P. *Recareering: The Art of Change*. College Placement Council, Bethleham, PA, 1981, 18 pp. (ED205870)

Designed to help the mature job seeker or career changer establish goals, implement plans, and inspire action. Unique difficulties and decisions facing reentry women includes discussion of pre-programmed skills, image mistakes, discrimination and self-discreditation, and realistic job possibilities are discussed. Hints to insure personal success are listed, focusing on attitudes, personal inventories, resumes, interviews and interview errors, follow-up contacts, and sample interview questions. Elements in a skillful job search and career exploration process are discussed, such as listing prospective employers, researching organizations, interviewing for information, networking, and writing cover letters. Criteria are offered to help job seekers decide which jobs are appropriate for them.

Terlin, Rose. *A Working Woman's Guide to Her Job Rights*. Employment Standards Administration (DOL), Washington, D. C. Women's Bureau. June 1974, 41 pp. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. (ED109328)

Presents general information about Federal legislation which affects women when they are seeking a job, while they are on the job, and when they retire. Much of the information in the leaflet is also applicable to other minorities and to workers in general. To assist the user in lodging complaints or finding further information, it includes a nine-page list of addresses of national offices of Federal agencies, State offices of the Wage and Hour Division of the Department of Labor, and State labor offices and human rights commissions.

Tate, Richard. *Traditional vs. Nontraditional: Expanding Career Choices. High School Unit*. Bloomington Department of Human Resources, Ind., 1981, 134 pp. (ED204522)

Designed to provide information about skilled employment for women and to help students with career decision making, these Project NEW (Nontraditional Employment for Women) instructional materials contain lesson plans and learning activities for use in a five-day unit at the high school level. Lesson plans outlining daily objectives, lesson times, preparation procedures, teaching tactics, homework, and enrichment exercises are provided for each of the five days. Topics covered in the learning activities and instructional materials include salaries, labor market statistics, job descriptions, tool identification, job application, and preparing for a skilled job. A pretest and posttest and transparency masters are presented.

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Tesar, J. "Finding Promotable Women," Banking, Vol. 69, No. 12, December 1977, pp. 41-42.

The article, based on the study of Virginia National Bankshares, delineates the problem of finding promotable women for top management position.

Thal, N. L.; and Cateora, P. R. "Opportunities for Women in International Business," Business Horizons, Vol. 22, No. 6, December 1979, pp. 21-27.

International business experience and foreign assignments are often mandatory for career development in an international corporation. Women managers in particular frequently lack appropriate international experience or even opportunities for such experience. Top management must revise traditional, narrow views regarding overseas assignments for women if women are to have the same career development opportunities as male counterparts.

Tobin, Nancy; and Wilson, Barbara Lazarus. Women and the World of Work, Newton, MA.: WEEA/Education Development Center, 1975, 63 pp. (ED124729)

One of the products developed by the Home and Community-Based Career Education Project, the booklet focuses on the concerns of women who want or need to begin or resume a career. It describes today's working woman, examines her options, and presents practical suggestions for overcoming obstacles in planning for and implementing career decisions. Included are an analysis of the labor market, the reasons for the current status of working women, and the advantages and problems associated with entering formerly male-dominated areas of the labor market. In discussing areas related to personal assessment, job search techniques, and fears about going back to work or school, the booklet may be used to provide counselors and clients with information about the common educational and employment problems of women. The appendix adds information about civil rights, equal employment opportunities, equal pay, and other antidiscrimination legislation, with advice on using the laws.

U. S. Department of Labor, Doing Your Best on Aptitude Tests, 1977, U.S. Department of Labor, Manpower Administration, U.S. Governmental Printing Office, Washington, D.C.

Gives hints, guidelines for taking aptitude tests. Examples given.

Van Antwerp, Dacia. "Women in Management," Journal of College Placement, Vol. 39, No. 2, pp. 45-46, February 1979. (EJ197560)

Discusses the special vocational needs of women who are planning careers in corporate management. Suggests three basic areas that counselors should cover with these clients: goals, expertise, and teamwork.

Von Seldeneck, J. M. "Recruiting the Managerial Woman," American Marketing Association, Business Proceedings, Series 42, 1978, pp. 26-27.

A problem for women is one of upward mobility and holding career momentum in that direction. A profile is given of today's woman manager. Some recruitment problems are identified.

Weber, C. E. "Mentoring," Directors & Boards, Vol. 5, No. 3, Fall 1980, pp. 17-24.

Directors and senior executives have a responsibility to develop quality management. The concept of mentoring is explored; although the common mentor is an experienced manager guiding a junior executive, often leaders need mentoring too. Areas discussed include the mentored majority, intersecting trendlines, the mentoring process, beyond sponsorship, beyond parenting, personal and interpersonal qualities, sealing the bond, the search, rewards, the guidance/performance ratio, and risks. Insets expand several different areas. Mentoring is time consuming, but worthwhile for both parties.

Wider Opportunities for Women, Inc. Shortchanged and Slighted: An assessment of the Department of Labor's National Response to Women's Employment and Training Needs. January 1979, A project of Wider Opportunities for Women, Inc., Washington, D.C.

Report includes the employment status and needs of women; a close look at the division of National Programs; WOW conclusions and recommendations. The report contains good update statistics and also includes sections on nontraditional employment for women.

White, P. "Do Women Managers Still Need Special Training?," Training, Vol. 18, No. 9, September 1981, pp. 102, 104-108.

Manay specialized training sessions have been offered for women in management positions. Human resource development experts are divided as to whether or not there should be women-only management training. Different opinions on gender-related issues in sexually mixed groups. Mentoring and networking are becoming replacements for gender. Tips are given for choosing women-only seminars.

Wilson, Kathy; and Petrone, James V., Comp. A Counselor's Guide to Occupational Information. A Catalog of Federal Career Publications. Bureau of Labor Statistics (DOL), New York, NY, July 1980, 67 pp. (ED195747)

Describes occupational guidance and related material available from federal government agencies. Availability and sources are cited in the introduction or within the description.

Work of Work Report. "More Women Than Men are Getting Jobs: Job Barriers to Women Being Reduced." World of Work Report, February 1978, Vol. 3, No. 2.

Contains good statistical information on the jobs women are currently in and those where strides are being made.

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Yorks, L. "What Mother Never Told You About Life in the Corporation," Management Review, Vol. 65, No. 4, April 1976, pp. 13-19.

Discussion of special problems women encounter in climbing the corporate ladder. Also guidelines for career advancement for both men and women.

Yu, Miriam. "Personality Characteristics and Professional Development of Adult Women," 11 June 1976, 24 pp.; Paper presented at the Annual Meeting of the Canadian Psychological Association (Toronto, Ontario, June 9-11, 1976). (ED141660)

The sample consisted of 109 women in traditionally male professions and 112 women in traditionally female professions with a mean age of 51.8. The findings indicate the women in traditionally male professions and women in traditionally female professions differed significantly on five of the sixteen personality factors, i.e., Factor A, Outgoing vs. Reserved; Factor B, Less Intelligent vs. More Intelligent; Factor H, Threat-sensitive vs. Venturesome; Factor M, Practical vs. Imaginative; and Factor N, Forthright vs. Shrewd. Compared with women in general, both groups were emotionally stable, assertive, serious, conscientious, sensitive, adaptable, self-assured, experimental, self-sufficient, and self-controlled. Significant evidence of gradual development in masculine personality traits of women in traditionally male professions is provided by their own statements of being more independent and assertive.

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BIBLIOGRAPHY:
Campaign Promises

AAUW, Livermore - Pleasanton Branch. Politics: A Practical Handbook, P.O. Box 661, Livermore, California 94550.

Brief text prepared for women who are deciding whether to run. Discusses the elements of a decision, the techniques which will be necessary, the arguments to be faced by women as candidates.

Atkins, Senator Chester, et al. Getting Elected: A Guide to Winning State and Local Office. Boston: Houghton Mifflin Company, 1973.

Bokemeier, Janet L.; Tait, John L. "Women as Power Actors: A Comparative Study of Rural Communities." Rural Sociology, Vol. 45, No. 2, pp. 238-55, Summer 1980.

Examines the involvement of women in rural community decision making in terms of the personal and social characteristics of women participants in two power actor pools. This study reveals two female profiles: that of a good companion female model and that of a resource model.

Brown, Sam W., Jr. Storefront Organizing, New York, N.Y.: Pyramid Books.

A manual for organizing low-budget campaign or community activity. Currently out of print, therefore available only in libraries.

Browning, Larry Davis; Gilchrist, James Allen. "Political Leadership for Women: A Statement of the Case, An Education in Tactics." Austin, Texas: Southwest Educational Development Lab, 34 pp., June 1980. (ED193125)

This report provides a look at components of political leadership and probes problems women encounter in attaining positions of political leadership. The authors suggest that women seeking political leadership develop coalitions to generate support, operate opportunistically, disclose positions strategically, always have an option when negotiating, use humor, and be clear on willingness to take risks.

Constantini, Edmond; Craik, Kenneth H. "Women as Politicians: The Social Background, Personality, and Political Careers of Female Party Leaders." Journal of Social Issues, Vol. 28, No. 2, pp. 217-236, Spring 1972. (EJ064159).

Seeks to advance understanding of what it takes in terms of background and personality for women to make their way in party politics, and to identify what distinctive roles female political leaders may play in political life.

Dean, John. The Making of a Black Mayor, Washington, D.C.: Joint Center for Political Studies, 1973.

"A study of Campaign Organization, Strategies and Techniques in Prichard, Alabama" of the election of Mayor Jay Cooper. Written by the campaign manager and containing a superb section of materials used. Currently out of print, therefore available only in libraries.

Democratic National Committee. Campaign Manual, Voter Registration Manual, Campaign Consultation Program '76, Washington, D.C.: 1625 Massachusetts Avenue, 20036.

Superb series of booklets on nine aspects of campaigning. Written for congressional races, but the techniques are transferable.

Flanagan, Joan. The Grass Roots Fundraising Book, Chicago: Swallow Press, 1977.

Compilation of valuable "how-to" information on the techniques of community based fundraising.

Gaby, Daniel and Treusch, Merle. Election Campaign Handbook, Prentice Hall, 1976.

Comprehensive campaign manual in looseleaf notebook.

Moyer, Harriett; and others. "Active Women: Perspectives on Their Structural Position in the Community." Research Report, Madison, Wisconsin: Wisconsin University, Madison Department of Rural Sociology, 196 pp., 1977.(ED195654)

Explores a pilot study to determine the personal characteristics of women community leaders and their position in the power structure in Chippewa and Eau Claire Counties, Wisconsin.

National Conservative Political Action Committee. In Order to Win..., Arlington, Va: North Fort Meyer Drive, Suite 706, 22209.

Manual for a state legislative campaign.

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National Women's Education Fund. Campaign Workbook, Washington, D.C.: 1532 16th Street, N.W., 20036, 1978.

Provides basic "how-to" information for all campaigns...from a local campaign on a shoestring budget, to a well-financed campaign for statewide office. It addresses the special problems and experiences of women candidates. Looseleaf format provided so that new material may be added and pages removed for specific use. The Workbook is available with or without its own specially designed cover binder.

National Women's Political Caucus. How to Press and PR Handbook, Position Papers, Washington, D.C.: 1411 K Street, N.W., 20005.

The NWPC presents its issues in this series, which includes employment, child care, alternative work patterns, health and insurance, rape, social security, pensions, credit, sexual privacy, women in business, abortion, and education.

• Paizis, Suzanne, The Political Woman's Handbook, Sacramento, Calif.: Creative Editions, P.O. Box 22246, 95822.

The author was an unsuccessful candidate for the California State Senate in 1972. When the campaign was over, she wrote this 47 page booklet on her newly acquired expertise in campaign structure and techniques for future women candidates.

Republican National Committee. Consider Yourself for Public Office: Campaign Manuals and Issue Research, Washington, D.C.: 310 1st Street, S.E., 20003.

One of the best campaign manuals written especially for women candidates. Sally Goodyear Siddon wrote the book for the National Federation of Republican Women

Seattle NOW. See How She Runs, Seattle, Washington: 2252 N.E. 65th, 98115.

General handbook written for a workshop in Seattle sponsored by LWV, NOW, and NWPC.

Schwartzman, Edward. Campaign Craftsmanship, New York: Universe Books, 272 pp., 1973.

Simpson, Dick. Winning Elections: A Handbook in Participatory Politics, Chicago, Illinois: The Swallow Press, Inc., 1139 S. Wabash Avenue, 60606, 1972.

A step-by-step account of developing an independent political campaign in Chicago based on issues and volunteers rather than public relations and patronage. Illustrated with examples of worksheets and materials.

Lael Stegall; Betsy Crone. Fund Raising Events: Making Womanpower Profitable.

Taft Broadcasting Company. TV-Radio Handbook for Political Candidates, Cincinnati, Ohio, 1906 Highland Avenue, 45219.

Tips on dealing with the media and an outline of the law governing political media.

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LEADERSHIP STYLES

LIKERT MODEL

Exploitative/Authoritative	Benevolent/Authoritative	Consultative	Participative
Leader doesn't trust subordinates	Leader shows condescending trust and confidence in subordinates	Leader has substantial confidence in subordinates	Leader has complete trust and confidence in subordinates
Communication entirely formal	Communication mostly formal	Leader wants to retain control of decisions	Communication both formal and informal
Motivation through coercion and occasional reward	Motivation through reward and some coercion	Communication less formal	Communication channels open, both upward and downward
Leader focused almost totally on production	High focus on production, some focus on workers as people	Motivation through reward and coercion	Motivation through reward system developed jointly by leader and follower
	Some delegation, but control remains at the top	Some involvement in decision-making by subordinates	Extremely high concern for both production and people
		Fairly high concern for both production and people	Reliance on teamwork to meet human needs
		Control diffused to middle and lower management	Responsibility for results lies with management
		Ultimate responsibility remains at the top	

Evaluate your tribal leadership according to the above styles.

COMMUNITY HEALTH NURSING VISITS [1] BY IHS AREA OR PROGRAM OFFICE AND PRIMARY PROBLEM, FY 1980

Area/ Program Office	Total Visits	Tuberculosis	Other Communicable	Noncommunicable disease	Maternal	Child health	School health	Mental health accidents poisoning, violence	Social/ environmental	General and not specified
NUMBER OF VISITS										
Total [2]	199,552	10,649	10,367	71,276	25,486	22,403	18,605	12,555	5,697	22,514
Aberdeen	17,480	1,757	1,004	7,616	1,602	1,773	1,344	1,051	310	1,023
Albuquerque	25,783	726	1,164	14,183	2,470	1,968	1,348	2,134	432	1,358
Bemidji	2,168	47	82	1,103	225	133	87	222	79	190
Billings	22,095	391	375	5,034	2,824	6	888	914	1,981	9,682 [3]
Navajo	49,861	2,849	2,983	18,151	5,531	5,675	5,833	3,412	1,201	4,226
Oklahoma	17,513	1,275	1,057	3,967	3,121	1,445	4,646	459	143	1,400
Phoenix	42,194	2,476	2,588	14,018	6,125	7,678	2,882	2,958	1,020	2,449
Portland	20,504	899	1,062	6,495	3,476	3,534	1,256	1,280	517	1,985
U.S.E.T.	1,954	229	52	709	112	191	321	125	14	201
PERCENT DISTRIBUTION										
Total [2]	100.0	5.3	5.2	35.7	12.8	11.2	9.3	6.3	2.9	11.3
Aberdeen	100.0	10.1	5.7	43.6	9.2	10.1	7.7	6.0	1.8	5.9
Albuquerque	100.0	2.8	4.5	55.0	9.6	7.6	5.2	8.3	1.7	5.3
Bemidji	100.0	2.2	3.8	50.9	10.4	6.1	4.0	10.2	3.6	8.8
Billings	100.0	1.8	1.7	22.8	12.8	0.0	4.0	4.1	9.0	43.3 [3]
Navajo	100.0	5.7	6.0	36.4	11.1	11.4	11.7	6.8	2.4	8.5
Oklahoma	100.0	7.3	6.0	22.7	17.8	8.3	26.5	2.6	0.8	8.0
Phoenix	100.0	5.9	6.1	33.2	14.5	18.2	6.8	7.0	2.4	5.8
Portland	100.0	4.4	5.2	31.7	17.0	17.2	6.1	6.2	2.5	9.7
U.S.E.T.	100.0	11.7	2.7	36.3	5.7	9.8	16.4	6.4	0.7	10.3

[1] Home visits and visits to other locations

[2] Alaska Area, and California and Tucson Program Offices do not report through the CHN reporting system.

[3] For Billings Area includes general visits, health supervision, physical evaluation and problem not specified.

0.0 Rounds to zero.

Nursing Service Branch
OPS&E/DRC/IHS
January 5, 1981

SAMPLE FORMS FOR TIME MANAGEMENT

BLANK TIME LOG

ACTIVITY	START/STOP

Adapted with permission from models by Barbara Brewers, Ph.D.

TO DO TODAY

DATE: ____________________

TO DO

Task	Priority

TO SEE

Time	Name	Place

FOLLOWUP

TO PHONE

Name	Objective Of Call	Priority

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LEADING CAUSES OF DEATH AMONG INDIANS AND
ALASKA NATIVES AND COMPARABLE DATA FOR THE U.S. ALL RACES, 1978
(LISTED BY ORDER OF OCCURRENCE)

LEADING CAUSES OF DEATH AMONG INDIANS	INDIANS AND ALASKA NATIVES		U.S. ALL RACES	
	Number	Percent Distribution	Number	Percent Distribution
All Causes	6,453	100.0	1,927,788	100.0
Accidents	1,302	20.2	105,561	5.5
Diseases of the heart	1,293	20.0	729,510	37.8
Malignant neoplasms	646	10.0	396,992	20.6
Cirrhosis of the liver	401	6.2	30,066	1.6
Cerebrovascular diseases	313	4.9	175,629	9.1
Influenza and pneumonia	281	4.4	58,319	3.0
Homicide	218	3.4	20,432	1.1
Diabetes mellitus	183	2.8	33,841	1.8
Certain causes of mortality in early infancy	157	2.4	22,033	1.1
Suicide	150	2.3	27,294	1.4
All other	1,509	23.4	328,111	17.0

LEADING CAUSES OF DEATH AMONG THE U.S. ALL RACES AND
COMPARABLE DATA FOR INDIANS AND ALASKA NATIVES, 1978
(LISTED BY ORDER OF OCCURRENCE)

LEADING CAUSES OF DEATH AMONG U.S. ALL RACES	U.S. ALL RACES		INDIANS AND ALASKA NATIVES	
	Number	Percent Distribution	Number	Percent Distribution
All Causes	1,927,788	100.0	6,453	100.0
Diseases of the heart	729,510	37.8	1,293	20.0
Malignant Neoplasms	396,992	20.6	646	10.0
Cerebrovascular diseases	175,629	9.1	313	4.9
Accidents	105,561	5.5	1,302	20.2
Influenza and pneumonia	58,319	3.0	281	4.4
Diabetes mellitus	33,841	1.8	183	2.8
Cirrhosis of the liver	30,066	1.6	401	6.2
Arteriosclerosis	28,940	1.5	40	0.6
Suicide	27,294	1.4	150	2.3
Certain causes of mortality in early infancy	22,033	1.1	157	2.4
All other	319,803	16.6	1,687	26.1

VITAL EVENTS BRANCH
OPS/DRC/IHS; December 22, 1980

Infant Mortality Rates By Age. The 1976-1978 AI-AN infant mortality rate was 1.2 times that of the U.S. All Races rate for 1977. The Indian and Alaska Native 1965-1967 rate was 1.6 times that of the U.S. All Races in 1966. The neonatal morality rate for the AI-AN population 1976-1978 was 0.8 times that of the U.S. All Races rate for 1977. However, the postneonatal rate for 1976-1978 was 2.0 times the U.S. All Races 1977 rate. This ratio however is improving from 3.2 times in 1966.

AGE Specific Accident Death Rates. AI-AN accidental death rates are higher than those of the U.S. All Races rate in all age categories. The largest number of accident deaths occurs to Indians aged 15 to 24 (31 percent of all accident deaths), which is 3.5 times that of the U.S. All Races population. AI-AN 25 to 54 die of accidental causes at a rate about 5 times that of the total U.S. population.

Suicide Mortality Rates. AI-AN 3-year average age specific suicide rate has remained almost stable for the 15-24 year old category over the past 3 years (more than 3 times the national rate). Suicide mortality rates for 10-year age groups beginning at age 45 for the Indian population are lower than those of the U.S. population, except for some categories in U.S. Other than White which slightly exceed Indian rates.

Alcoholism Mortality Rates. AI-AN population for groups 25 to 34, 35 to 44, and 45 to 54 years of age experienced alcoholism mortality rates 1976-1978 which were 23, 13, and 7 times the national levels. Indian alcoholism mortality rates for 10-year age groups between ages 25-74 years are 2.5 to 5.7 times as high as those for the U.S. Other than White population.

Diabetes Related Mortality Rates. There was a gradual rise in AI-AN crude 3-year average diabetes mellitus mortality rates for the years 1955-1972. There was somewhat of a decline during 1972-76, then an increase for the 3-year period centered in 1977. By 1978 the Indian and Alaska Native age adjusted rate was 2.6 times that of the U.S. All Races population. Starting in 1970, the Indian age adjusted rates have exceeded those for the U.S. Other than White population; including figures in the latter group which have almost doubled those for the U.S. All Races.

Tuberculosis Mortality Rates. Today among AI-AN there are 51.7 fewer deaths (age adjusted) per 100,000 population than in 1955. A reduction has also occurred among the U.S. All Races and U.S. Other than White, 7.4 and 21.0 deaths per 100,000 population, respectively. Although the gap has narrowed, the Indian and Alaska Native rate is more than 6 times as high as the U.S. All Races rate, and twice as high as the U.S. Other than White rate.

Gastroenteric Death Rates. The death rate among AI-AN from gastroenteric disorders has declined 90 percent since 1955, from 39.2 deaths per 100,000 population in 1955 to 4.0 during the period 1976-1978. The rate for the U.S. All Races has dropped 38 percent from 1955 to 1977, but it is at a much lower relative level. In 1955, the Indian and Alaska Native rate was 8.3 times the U.S. All Races rate; the 1976-1978 Indian rate was 1.4 times the 1977 U.S. All Races rate. The data for 1968-1978, however, are not strictly comparable with earlier years because of changes inherent in the new codes.

Influenza and Pneumonia Mortality Rates. During the 3-year period 1954-1956 AI-AN children under 1 accounted for 58 percent of all deaths due to influenza and pneumonia (693 of 1,203 deaths). During the 3-year period 1976-1978 AI-AN children under 1 accounted for 13 percent of all such deaths (103 of 822 deaths). In 1978 the age-adjusted influenza and pneumonia mortality rate for Indians and Alaska Natives was 2.1 times that of the U.S. All Races and 1.5 times that of the U.S. Other than White population.

Maternal Deaths and Death Rates. The AI-AN maternal death rate has been declining since 1962. The rate for 1976-78 has declined 90 percent from the 1957-1959 rate. The maternal death rate for the U.S. All Races has also been decreasing. The ratio of the Indian and Alaska Native maternal death rate to the U.S. All Races has been reduced from 2.2 in 1958 to 0.7 in 1977, and for the past three years has been lower than that for the U.S. All Races.

Trachoma Morbidity Rates. Despite the fact that trachoma is all but extinct in the U.S. general population, it still remains a serious health threat to the AI-AN population, primarily in the Southwestern United States. While susceptibility is general, it affects children more frequently than adults. In 1966, prior to the funding of a special trachoma program in 1967, the rate of new cases per 100,000 population was 1,712.7 for the IHS; the Phoenix and Navajo areas were 5,943.0 and 4,042.5, respectively. In 1967, these rates were reduced by almost fifty percent. Further decreases have been realized each year with the exception of the Navajo Area in 1971, 1972, and 1979 and the Phoenix Area in 1975 and 1977. The rate for the IHS in 1979 was 4 percent of the 1966 rate. Forty-eight percent of the new trachoma cases reported in 1979 were children in the 5-14 age group. The trachoma screening program is aimed at the school age population and thus the rate in this age group is probably more completely reported than in the other groups.

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APPENDIX: NONTRADITIONAL CAREERS

☐ Constructing a Resume: Three Examples

Amber Long Feather
2110 Reservation Road
Pine Ridge, S. Dak. 11133
(605) 555-5115

Education Administration: Responsible for directing faculty and staff for four-year accredited tribally-controlled community college. Made major policy decisions in all phases of college administration. Wrote proposal for initial formation/funding for the college and carried administration and structuring of the institution until recently received four-year accreditation status.

Program Design: Led efforts to conduct a feasibility and needs assessment survey as groundwork for tribal proposal to begin community college. Two-year study included conducting interviews with key state university system faculty/administrators and providing researching other tribal college models.

Program Supervision: Administered tribe's Head Start Program. Administration included hiring, training, overview of curriculum selection and supervision of program employees.

Teaching Abilities: Taught Head Start Program and provided remedial reading program supervision.

1974 - Present Affiliated Sioux Tribes of South Dakota

Started tribal employment as a teacher's aide with the Head Start Program. Nine years later, currently serve as tribally-controlled community college president.

1969 - 1974 Affiliated Sioux Tribes of South Dakota

Worked as volunteer bus driver for elder's program, "Meals on Wheels," and as transportation coordinator for Head Start bus program. Worked summers while attending college (1968 - 74).

Education: B.A., Haskell Institute, 1972
M.A., University South Dakota, Education Administration, 1974

ADVANTAGES:

- It provides a good opportunity to emphasize the applicant's most relevant skills and abilities.
- Gaps in employment can be de-emphasized.
- It can be varied to emphasize chronology and de-emphasize function descriptions, or vice versa.

DISADVANTAGES:

- The Combination Format takes longer to read, and an employer can lose interest unless it is very succinctly written and attractively laid out.

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Functional Format

Sandra Kalispell
3690 Redbud Trail
Tulsa, Oklahoma 11100
(918) 890-8765

Major Work Experience
(1981 - 83)

Program Management

Conducted major overhaul of programs and service agencies operated by the Indian Center. Conceptualized and supervised implementation of community volunteer program which will provide assistance to tribal programs that would have otherwise been eliminated due to loss of federal funding.

Programs which have been saved include Community Health Representatives (now staffed in part by City Health Workers volunteers), On-the-Job-Training (now staffed by volunteers from two local computer corporations) and the Day Care Center (which has been incorporated with the nearby Community Action Day Care Center.) These vital programs had to be saved and with an innovative approach, they were.

Tribal Management

Provided consultancy to several tribes on streamlining program management and personnel administration within the tribes. Still own and operate an Indian-owned consultancy firm which provides services to tribes and Indian organizations.

Writing Skills

Wrote and edited a training manual for tribe which provided outline of personnel policies which included hiring standards, evaluation needs and grievence policies.

Media Relations

Help train tribal personnel on contract basis to provide best possible public relations between tribes and local, state, communities. Regularly train tribal media personnel in, "How to Best Access the Media."

Education

B.A., Journalism University of Oklahoma, 1976

M.B.A., Tribal Management, Northeastern Oklahoma State University, 1979

ADVANTAGES:

- It stresses skill areas that are marketable or in demand.
- It helps camouflage a spotty employment record.
- It allows the applicant to emphasize professional growth.
- Positions are related to current career goals can be played down.

DISADVANTAGES:

- Many employers are suspicious of it, and will want to see additional work-history information.
- It doesn't allow you to highlight companies or organizations for which you've worked.

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Chronological Format

Della Wise
4030 Paiute Road
Bellingham, Wash. 17378

Fisheries Manager

Work Experience	
1975 - Present	Assistant Director Lummi School of Aquaculture Lummi Tribe Responsible for day-to-day operation of the School of Aquaculture where approximately 100 students are trained as fisheries technicians and specialists in fishery management. Oversee department of 12 instructors/staff. • Prepare budget and assist director in administering funds from several state/federal grants. • Authorize operating expenditures. • Compile, supervise monthly and annual reports to grant sources on progress of grants. • Administer personnel supervision within the school. Provide review of personnel evaluation, hiring and dismissal.
1972 - 1975	Staff Supervisor Curriculum Development, Lummi School of Aquaculture Carried out development of specialized curriculum to meet needs of school as it grew to encompass more areas of training in fisheries management and operation. Responsible for departmental budgeting, personnel management and overview.
1968 - 1972	Fisheries Technician Lummi Tribe Provided expertise in fisheries operation for the Lummi Tribe. Duties steadily increased over four-year period. Much hands-on technical experience attained.
Education	A.A., Fisheries, Lummi School of Aquaculture, 1968

ADVANTAGES:

- Professional interviewers are more familiar with it.

  It is the easiest to prepare, since its content is structured by familiar dates, companies, and titles.
- A steady employment record (without much job hopping) is put into the best perspective.
- It provides the interviewer with a guide for discussing work experience.

DISADVANTAGES:

- It can starkly reveal employment gaps.
- It may put undesired emphasis on job areas that an applicant wants to minimize.
- Skill areas are difficult to spotlight unless they are reflected in the most recent job.

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□ EEO And Affirmative Action And Indian Preference:

Code of Federal Regulations (CFR)

Title 41 -- Public Contracts, Property Management
Chapter 60 Office of Federal Contract Compliance Programs
Section 2.11 REQUIRED UTILIZATION ANALYSIS

a. For each job title the total number of incumbants, ... the total number of male and female Incumbants and each of the following groups must be given; blacks, Spanish-surname Americans, American Indians and Orientals.

Section 2.12 ESTABLISHMENT OF GOALS AND TIME TABLES

j. A Contractor or subcontractor extending a publicly-announced preference for Indians as authorized in 41 CFR 60-2.5 (A) and (6) may reflect in its goal and timetables the permissive employment preference for Indians living on or near an Indian reservation.

Section 3.2 SCOPE

E. Indian Preference not affected.

These guidelines do not restrict any obligation imposed or right granted by federal law to users to extend a preference in employment to Indians living on or near a reservation in connection with employment opportunities on or near an Indian reservation.

Section 3.4 INFORMATION ON IMPACT

B. Applicable Race, Sex and Ethnic Groups for Record Keeping.

The records called for by this section are to be maintained by sex, and the following races and ethnic groups: ... American Indians....

Section 4.3 Equal Opportunity Clauses

a. Standard Federal Equal Employment Opportunity Construction Contract Specifications (Executive Order 11246).

1. As used in these specifications:

d. minority includes

iv. American Indian or Alaska Native

(All persons having origins in their original peoples of North American and maintaining identifiable tribal affiliations through membership and participation or community identification).

Procedures For Contractor Evaluation

Section 60.3 Agency Action

b. Desk Audit.

... For each job title the total number of incumbants, ... the total number of male and female incumbants and each of the following groups must be given; blacks, Spanish-surname Americans, American Indians and Orientals.

Section 60 -- 1.5 Title Exemptions

a. General

b. Work on or near Indian Reservations. It shall not be in violation of the Equal Opportunity Clause for a construction or non-construction contractor to extend a publicly-announced preference in employment to Indians living on or near an Indian reservation in connection with employment opportunities on or near an Indian reservation. The use of the word "near" would include all that area where a person seeking employment could reasonably be expected to commute to and from in the course of a work-day. Contractors or sub-contractors shall not however, discriminate among Indians on the basis of religion, sex or tribal affiliation and the use of such a preference shall not excuse a contractor from complying with the other requirements contained in this chapter.

APPENDIX: CAMPAIGN PROMISES

☐ "Today, 67 Indian 'Chiefs' Are Women"

By Owanah Anderson (Choctaw)
from Ohoyo Newsbulletin,
July, 1981

Some 25 years ago, the noted Oklahoma Cherokee writer, Carolyn Thomas Foreman, published a small book entitled, "Indian Women Chiefs," in which she identified, from accounts of earliest explorers forward, several dozen female chiefs or leaders.

In this summer of 1981, *Ohoyo* ascertains through a check of all 12 Bureau of Indian Affairs Area offices that 67 women currently head Federally-recognized tribes, bands and village Native corporations. One finds American Indian-Alaska Native women in charge of their sovereign tribal governments more frequently in the far west and in Alaska than in Oklahoma or among eastern tribes.

Not one woman serves as tribal chairperson in the eastern part of the nation and only Midlred Cleghorn (Fort Sill Apache) currently heads an Oklahoma tribal government. However, women are truly outfront among the Menominee of Wisconsin. All officers of the nine-member governing board are women of this tribe of 3,756 eligible voters. Chairperson is Lucille B. Chapman; vice-chair is Barbara Freshette, and Christine Webster is secretary. And, in addition, the tribal attorney is a woman, Rita Keshena.

Chapman, as well as otherwomen "chiefs," urges other women to become more active in tribal leadership roles. She has particular pride in the fact that the Menominee tribe has been able to establish its own tribal court, being the only Wisconsin tribe yet to accomplish this.

She feels the tribal court quite significant to implementation of Indian Child Welfare Act. The Menominee tribe has long relied on leadership of its women. It was the dauntless Ada Deer who was in the forefront of the tribe's long but eventually successful struggle for restoration of Federally-recognized status some 10 years ago. Another woman from the Great Lakes region currently heads the Upper Sioux. She is Lillian Smith of Granite Falls, Minn.

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The venerable Mildred Cleghorn, retired educator, has been in an active leadership role with Fort Sill Apache tribe since its 1974 organization. She served first as secretary and has been chairperson for the past five years. Several significant advances have been made during her tenure including dedication of a $200,000 tribal affairs building for the 300-member tribe.

The Pacific Northwest has in the past produced distinguished women tribal leaders such as Ramona Bennett, who, as chairperson for the Puyallup tribe, was in the forefront in the long fishing rights struggle. Currently, in the state of Washington five women serve as chairpersons. They are Virginia Canales, Chehalis; Mary Leitka, Hoh; Rachel Whitish, Shoalwater; Jean Fish, Sauk-Suiattle, and Marie MacCurdy, Stillaguamish.

The BIA Phoenix Area office identifies eight women heading governing bodies in Arizona, Utah and Nevada. They are Patricia McGee, Yavapai-Prescott; Rosalie Brady, Battle Mountain Colony; Lorietta Cowan, Summit Lake Paiute; Jean Dexter, Carson Community Council; Virginia Kizer, Dresslerville; Caroline Gutierrez, Woodsford; Marguerite Lane, Paiute Indian Tribe of Utah, and Linda Howard, Yerington.

The Albuquerque Area office identified Judy Pinecoose as the lone woman chairperson among the office's 24 tribes and pueblos. In 1978 she became the first woman in Colorado to be elected tribal chairperson and continues to head the Ute Mountain Ute tribe of the state.

While no women head tribes of the Billings, Aberdeen, Muskogee, Navajo or Eastern BIA areas, the Sacramento Office reported that women headed almost one-third of their 82 federally-recognized organizations, reservations, rancherias and bands in California.

Four groups not only have women has heads of their governing bodies but also have councils composed entirely of women. They are Big Pine Band of Owens Valley Paiute-Shoshone, with Cheryl Coleman as chairperson; Cold Springs Rancheria with Charlotte Osborne as chair; Tuolumne Band of Me-Wuk, with Dorothy Stanley as chairperson, and Upper Lake (Pomo), with Maxine Wright as head.

The multitude of tribal groups in California, which now has the nation's largest Indian population, ranges in size from tiny Cortina Rancheria with two resident tribal members to the Hoopa Valley Reservation with 1,500 population.

The Cortina Rancheria, affiliated with Wintun tribe, has a 640 acre land base with resident population of two and with 15 living adjacent. Its chairperson is Mary Norton.

Valencia Thacker heads the Campo Band of Mission Indians which has 15,010 acres in San Diego County and 205 residents.

Other California women chairpersons include Norma Jean Garcia, Alturas; Josephine Romero, Barona; Wanda Dunn, Cedarville;

Amy Martin, Dry Creek; Lucinda LameBull, Fort Bridwell; Florence Anderson, Hopland; Rebecca Contreras, Inaja & Cosmit; Margaret Dalton, Jackson; Marie LaChappa, La Posta; Neddeen Naylor, Lone Pine; Mabel Ball, Manchester-Pt. Arena; Frances Shaw, Manzanita; Bernadine Connor, Robinson; Elsie Shilin, Shingle Springs; Anna Sandoval, Sycuan, and Rose Sundberg, Trinidad.

Alaska's Indians, Eskimos and Aleuts have 13 regional and more than 200 village native corporations. Twenty-five of these have women as presidents or chiefs.

From the Anchorage Agency, they are Maggie Kenezuroff, President, Native Village of Belkofsky; Eleanor Dementi, Cantwell; Gail Evanoff, Chenega; Angeline Stevig, Chicaloon; Lillian Boston, Christochina; Lucy Abalama, Egegik; Catherine Curry, Eklutna; Agnes Nichols, Eyak; Lorraine Jackson, Gulkana; Annie Wilson, Igiugig; Lotha Wolfe, Mentasta Lake; Glenda Williams, Naknek; Elia Melognak, Newhalen; Janice Ball, Pilot Point, and Bonnie McCord, Tyonek.

From the Fairbanks Agency, they are Margaret Henry, Chief, Chalkyitsik; May Peters, Fort Yukon; Effie Weter, Huslia; Josie Jones, Koyuk; Elizabeth Woods, Manley Hot Springs, and Lorraine Felix, Northway.

From the Nome Agency, women include Nellie Ward, President, Native Village of Kotzebue and Maggie Foster, Teller. Women heading Southeast Agency councils are Mary Jones, President, Ketchikan Indian Corporation, and Margaret Sturtevant, President, Wrangell Cooperative Association.

☐ "Ohoyo Conducts New Survey: 59 AI-AN Women Head Tribes

From Ohoyo Newsbulletin
December, 1982

In an effort to update a survey conducted during the summer of 1981, which found 67 American Indian-Alaska Native women as "chiefs" of their tribes, a new *Ohoyo* survey was completed this fall.

Currently, 59 Indian women serve as elected heads of their tribes. Though a slight decrease since last report, women still lead nearly 12 percent of the 500 federally-recognized tribes and Alaska Native corporations in the United States. A complete count of women heading state-recognized tribes was not possible at this time.

Women's leadership is still found concentrated in the far west and in Alaska. In California, found by the 1980 census to be the state with the largest Indian population, 22 women head sovereign tribal governments, while 14 women head Alaska villages, corporations and tribes. In 1981, *Ohoyo* identified 25 Alaska women chairpersons.

A check with the Bureau of Indian Affairs offices in Phoenix, Portland, Menneapolis, Anadarko and Albuquerque foudn 23 additional women chairpersons.

California women identified by Sacramento BIA as heading rancherias and reservations include Norma Jean Garcia, Alturas; Cheryl Coleman, Big Pine; Valacia Thacker, Campo; Wanda Dunn, Cedarville; Charlotte Osborne, Cold Springs; Mary Norton, Cortina; Amy L. Martin, Dry Creek; Lucinda LameBull, Fort Bidwell; Elsie Ricklefs, Hoopa Valley; Frances Jack, Hopland; Rebecca M. Contreras, Inaja & Cosmit; Margaret Dalton, Jackson; Marie LaChappa, La Posta; and Neddeen Naylor, Lone Pine Reservation.

Other California chairwomen include Laura Craig, Lookout; Frances Shaw, Manzanita; Florence Lofton, Pauma & Yuima; Bernadine Tripp, Robinson; Patricia Augustine, Sherwood; Anna Sandoval, Sycuan; Rose Sundberg, Tinidad; and Maxine Wright of Upper Lake Rancheria.

Alaska women chiefs and presidents include Sopie K. Saker, Chuathbaluk Village; Mary Jones, Ketchikan Indian Corp.; Margaret Sturtevant, Wrangell Cooperative Assoc.; Theresa McCall, Circle Village; Dorothy Shockley, Manley Hot Springs Village; Lorraine Felix, Northway Village; Linda Swenson, Tanana Village; Cathy Ipalook, Tok Village; Mildred J. Alex, Ikluat Inc. of Chugiak; Clare Swan, Kenaitze Indian Tribe; Dorofey Chercasen, Nikolski IRA Council; Marian Hostetter, Ninilchik Village and Betty Nelson, Port Lions Tribe.

As in the last survey, no women were reported heading tribes in Muskogee, Eastern, Aberdeen and Billings BIA areas though significantly, Danetta Fallsdown has been elected vice-chair of the Crow Tribe in Montana.

The Phoenix area has identified the following ten women tribal chairpersons; Martha Wetmore, Chemehueri; Patricia McGee, Yavapai-Prescott; Linda Howard, Yerington Paiute; Rosalie Brady, Battle Mt. Colony of Te-Moak Western Shoshone; Jean Dexter, Carson Council of Washoe; Caroline Gutierrez, Woodfords Council of Washoe; Joan Enos, Fort McDowell Mohave-Apache; Leona Kakar, Ak-Chin Community of Maricopa-Pima; Dena J. Austin, Lovelock Council of Paiute.

In the Portland area serving Washington, Oregon and Idaho, Virginia Canales, Chehalis; Amelia Trice, Kootenai; Mary Leika, Hoh; Lucy A. Schaefer, Skokomish; Jean Fish, Sauk-Suiattle; Marie MacCurdy, Stillaguamish; and Minerva Soucie, Burns-Paiute; head tribal councils.

The Minneapolis area serving Minnesota, Iowa, Michigan and Wisconsin reported three women heading tribal councils including Ann Larsen, Lower Sioux; Lucille Chapman, Menominee and Lillian Smith, Upper Sioux. In Oklahoma, Mildred Cleghorn continues to serve as chair of the Fort Sill Apache while Juanita Learned has been elected chair of the Cheyenne Arapahoe tribe.

In the Albuquerque area serving Colorado and New Mexico, Thelma Talache was elected governor of the Pojoaque Pueblo Council at Santa Fe in January. *Ohoyo* welcomes the identification of additional Indian chairwomen.

☐ "Women and Men Holding Office"

From the Center for American Woman and Politics
Rutgers University
February, 1983

- In 1978 women held approximately 10% of public offices nationwide.
- In 1978 men held approximately 90% of public offices nationwide.
- While approximately one-third of both female and male elected officials have former officeholding experience, women are more likely to have held appointive office:
  - 30% of the women have held appointive offices (compared to 23% of the men)
  - 20% of the men have held elective office (compared to 13% of the women)
- Women in office are more active in community organizations than men, listing a median average of 3.6 memberships compared to 2.6 for the men.
- Women officeholders have been more active than men in their political parties.
  - 40% of women in office compared to 34% of men in office have held party office.
- Women are not found disproportionately in small or large districts. Women and men are equally likely to be serving in small districts (with under 5,000 population) at the local level of office.
- Women officeholders are older than their male counterparts when they enter office.
  - In 1976-77, a median of 39 years at age of entry for males; 44 years for females.
  - The median age of women in office is 48 compared to 46 for men.
- Women officeholders have less education beyond college than male officeholders. Women are equally likely to have graduated from college, however:
  - 42% of the men compared to 20% of the women have one or more graduate degrees or have done some graduate study.
- Women officeholders are employed in occupations traditionally considered "female": teaching, nursing, secretarial, social work.
  - 47% of the women compared to only 8% of the men come from these occupations.
- Male officeholders are more often married than their female counterparts (91% to 79%).

☐ Legislative Skills

Contact by Letter

One of the best ways to communicate your views to a legislator is by letter. Public opinion has a definite influence on lawmakers and the impact of a single constituent's letter is much greater than you think. A properly written letter can make a real difference. Most legislators are conscientious about their mail and they consider the views of their constituents when they deliberate.

HOW DO I DRAFT THE LETTER?

Your letter doesn't have to be long; two or three brief paragraphs are usually adequate. You do not have to be an expert to write. Just follow these simple guidelines and you will be surprised by how effective you can be.

1) Know who your elected representatives are. See the enclosed list of legislators.

2) Write your own letter. Use your own words. Legislators do not value form letters that sound like they came off an assembly line. Write letters; postcards have less impact.

3) Write on personal or business letterhead. Business letterhead is the best.

4) Put your return address in the letter. If you put your return address just on the envelope, you run the risk of not getting an answer. Envelopes are thrown away.

5) State your reason for writing. Identify the basic problem you are concerned about. If you are urging action or opposition to a bill, identify the legislation by name. Give the bill number if you know it.

6) Be reasonable. Don't ask for the impossible or engage in threats.

7) Ask your legislator to state his/her position on the issue in his/her reply.

8) Time the arrival of your letter. Make sure it reaches your legislator before the legislation is acted upon in the committee or on the floor.

9) Thank your legislator.

10) Write again and be a regular correspondent. When you establish a record of correspondence you will develop clout on future issues.

Basics of a Letter

NAME
ADDRESS
CITY, STATE, ZIP
DATE

ELECTED OFFICIAL'S NAME
ADDRESS

Dear ________________,

AB ______________ regarding ________________ has become one of my recent concerns.

BRIEFLY STATE WHY

____

____

____

____

____

____

Therefore, I urge your support of AB _____________.

I would also like to take this opportunity to thank you for lending your support to AB_________. I hope you will give the bill I discussed in this letter just as much attention and consideration. I look forward to hearing your position on this relevant andpending issue.

Warm regards,

(SIGN YOUR NAME)

TYPE/WRITE YOUR NAME BENEATH
YOUR SIGNATURE

Letters to the Editor

Letters to the editor are a unique way of reaching thousands of people who otherwise might not be aware of a critical piece of legislation. Even if your letter is not published, it may inspire an editorial on the subject.

GETTING YOUR LETTER PUBLISHED:

1) Write in response to an editorial or other opinion piece in your paper. Most papers have a policy of giving publishing priority to such letters.

2) Write when an issue or topic is currently in the news. If your letter arrives too early, it will be forgotten. If it arrives too late, it will not be newsworthy.

3) Observe the length of your newspaper's average letter. Keep your letters within this length.

4) Make your letter concise and to the point. Avoid rambling. Stick to the facts.

5) Appeal to your audience. Remember, you are trying to convince others. Show how your issue solves an important problem of public concern.

6) Sign your name and give your address. Your address will not be printed.

The key to having letters printed is: keep them short, accurate, and to the point. Newspapers receive more letter on any one issue than they can possibly print. So if your letter doesn't "make it" the first time, try again.

Mailgram

SO YOU DON'T LIKE TO WRITE LETTERS? Did you know it's EASY and CHEAP to send a Mailgram or political opinion message (POM)? Just call Western Union (in L.A. it's 687-9750) and follow these simple steps:

MAILGRAMS:	Tell Western Union what you'd like to say in 100 words or less for $2.95. You can even add 100 words or less for only $1.50. Your mailgram will arrive on your legislator's desk the next day.
POLITICAL OPINION MESSAGE:	For $2.00, Western Union will allow you 15 words or less to express your concerns to your legislator. Just tell Western Union who your legislator is and they will do the rest.

Mailgrams and POMs can be billed to your home phone number, Master Charge or VISA. There's no simpler way to get your message across!

Telephone

Phoning your legislator is a legitimate and common method of lobbying. Your basic purpose with telephone lobbying is to inform your legislator of your position on the issue. You will not need to go into the specifics of the legislation. Telephone lobbying is the simplest kind of lobbying and it is very effective.

Call your legislator's local office to find the immediate status of a bill as well as to convey your opinion on an issue. Register your views with one of the legislative aides in the office and request that he/she inform the legislator of your opinion.

The following are recommendations for making telephone calls to your legislators (see the enclosed reference sheet for phone numbers).

- Identify yourself by name and hometown.
- Identify the bill by name and number.
- Briefly state your position and the action you'd like your legislator to take.
- Start the conversation on a positive note. If your legislator has supported you recently, you can start by thanking him/her for that support. (Check with Common Cause to find out how the legislator was helpful on Common Cause-related issues.)

Personal Contact

One of the most effective ways to lobby legislators is in face-to-face visits with them. Many first-time lobbyists feel inadequate about talking with legislators because they think elected officials are unapproachable. Legislators are real people. They enjoy meeting constituents; and they appreciate politeness, intelligence, a sense of humor, dedication to one's cause, and information presented in a careful and concise manner.

THE PRE-LOBBYING PROCESS

- Your lobbying group should meet beforehand to prioritize goals. Pick one or two issues that you want to discuss in depth. In order to maximize your time with the legislator, select those issues which you think he/she will be sympathetic to (or at least is open-minded about).
- Plan to briefly highlight Common Cause's other issues and concerns with your legislator.

- The purpose of a lobbying visit is not only to persuade, but to establish friendly contact with your legislator, make her/her aware of Common Cause's presence in the district, and elevate your concerns on his/her priority list.

THE LOBBYING PROCESS: DEALING WITH THE LEGISLATOR

- Be diplomatic. Begin your meeting on a positive note. Thank your legislator for his/her previous support on an issue or for taking the time out of a busy schedule to see you.
- Let the facts speak for themselves. Emphasize logical rather than emotional arguments.
- Be clear. State your position and what you'd like your legislator to do.
- Identify your bill by name and number whenever possible.
- Express your concerns. But don't try to force legislators into changing their position or committing themselves if it is obvious that they do not want to do so.
- Be cooperative and courteous. Try to be as helpful as possible in providing the legislator with information. Never let your disagreement lead to harsh or personal remarks. If you lose your temper or prevent them from speaking, they will feel justified in branding you a "lunatic" and disregarding everything you have said. Don't alienate them; you may need their support on other issues.
- Visit in small groups. A group of 3 to 5 persons is optimum. Let your legislator know that your group represents the many Common Cause members in your district as well as Common Cause members throughout California and the country. (Common Cause has 40,000 members in California and 225,000 nationally!)
- Be brief. Legislators don't like lobbyists who act as if their bill, if enacted into law, will change the world in thirty days. They have other business but they will take you seriously if you are informed and courteous and do not take up too much of their time.
- Always disagree tactfully. Never write anyone off as a permanent enemy; today's opponent may become tomorrow' ally.
- Leave some informative material about your issue with your legislator. Your material may offer valuable information which your representative will find useful.
- If your legislator is supportive, ask what you can do to help work on the issue. Also, ask your legislator what he/she intends to do to further the issue.

Mobilizing Others

Mobilizing public support is primarily for people who have a lot of extra time and energy. If you are interested in doing more than writing letters and visiting legislators, this section is for you.

The success of lobbying in many cases is dependent on building significant public awareness and pressure. There are a number of ways you can build public support.

MEDIA: Organize others in your community to use the media! Send letter to the editor of your local paper. Write press releases on important events or legislative action that relates to your issue.

SPEAKING CAMPAIGNS: Organize a speaking campaign in your area. Speak at meetings os local clubs and organizations in your area. Inform them about your issue and tell them how they can help.

COALITIONS: Organize coalitions. By doing so, you can multiply your impact on an issue. A coalition should be as broad as possible to show wide support for an issue. The impact of many groups united in a coalition can increase citizen pressure on legislators.

You can convince other groups to educate their members about the issue and urge their active support. They can help by: 1) writing legislators, 2) accompanying you when you personally lobby your elected officials, and 3) utilizing their networks to bring attention to the issue.

☐ The Federal Budget Process

The federal budget-making process is designed to permit the President and Congress to set priorities for federal spending and to thereby organize the government's policies and programs in some fair and rational way. The spending decisions are indeed sizeable--some $634 billion during Fiscal Year 1981--and have a significant impact upon the nation's economic life--federal spending will account for approximately 23% of the gross national product during FY '81.

Unfortunately, the budget-making process in recent years has not proved an effective vehicle for addressing the huge social and economic needs of low income persons and minorities. For example, despite the existence of some 16 million persons living in inadequate housing in this country, the FY '81 budget proposes to fund less than 280,000 units of public housing and Section 8, the primary housing programs for low and moderate income persons. At the same time housing related tax expenditures, provided by the IRS Code primarily for middle and upper income persons in the form of deductions for mortgage interest and property taxes paid by homeowners, exceeded $21 billion in 1979 alone, more than the $20 billion total of all assisted housing payments ever made by HUD from the inception of the public housing program in 1937 through 1979 (Source: National Low Income Housing Coalition).

To reverse these statistics and bring about a more rational and fair distribution of federal funds will be even more difficult in the future than it has proven to be in the past. First, the economic pie is shrinking or is stagnant--slow economic growth means that there is less money each year to divide among competing interests in our society. Second, there has been a growing and effective effort in this country to reduce or eliminate the government's intervention on behalf of those in our society who most need assistance, the poor, the elderly, minorities. Finally, those who have been clamoring for reduced assistance to the poor, have been overwhelmingly successful in obtaining increased federal assistance for exotic military hardware and for increased tax and other subsidies for the wealthy. From 1976 to fiscal 1981, military spending increased by 63%, from $97 billion to $158.7 billion, and such spending is scheduled for dramatic increases in the near future to over $250 billion per year.

The task we face is to clarify these issues for the public and to sharpen the question in the public mind---Who should benefit from federal spending and policies? This can be done through self-education, through formation of local and state coalitions of housing and non-housing groups, through work with such national groups as the National Rural Housing Coalition, and through monitoring and maintaining contact with your Senators and Representatives. The following overview of the federal budget process is designed to assist your involvement in that process.

History

- Prior to 1921 the federal government had no unified budget system. Expenditures and new programs were proposed by Congress with little Presidential involvement.

- The Budget and Accounting Act of 1921 established the Budget Bureau and the principle of executive budget making.

- Not until WWI did federal spending regularly exceed a few billion dollars. In the next fifty years the budget grew from $3 billion to over $300 fillion. In the past two decades the budget has grown to around $600 billion.

- Until 1973, defense spending accounted for a larger share of the budget than all social programs combined. However, between 1956 and 1976 military spending dropped from 56% of expenditures to 25%, while expenditures for social programs jumped from 19% to 44%. The trend seems to be reversing once again as proposals are made to increase military spending to nearly $200 billion and to fund social programs at reduced levels.

1974 Budget Act

The Congressional Budget and Impoundment Control Act of 1974 was primarily intended to establish additional Congressional control over the budget process and was passed in response to Nixon's presidential impoundments of Congressionally authorized funds and what was though to be runaway spending. The Budget Act established:

- Budget Committees in both the House and Senate.

- The Congressional Budget Office (CBO) which is staffed by economists and budget specialists who furnish Congress with information and analysis on the economy and the President's budget.

- A budget timetable, a new fiscal year calendar (October rather than from July) and a budget resolution mechanism which specifies a timetable for each stage of budgetary action.

- A procedure for Congressional review and reversal of presidential impoundments.

Budget Timetable and Procedure

The Budget Act established a procedure for consideration of the annual federal budget but it is still the President that plays the role of initiating the budgeting process. The Office of Management and Budget (OMB) within the executive branch performs the function of paring down the budget requests from various agencies into a budget which the President sends to Congress. The Congress then acts on the budget through a resolution process by which spending ceilings are set for total federal spending and for spending within certain functional categories. More on that in a moment.

Public interest groups and other advocates thus have a fairly long and complex process to monitor if they seek to influence the outcome of spending decisions. For example, assume it is June of 1980 and you wish to learn more about the budget process affecting rural housing. In June of 1980, the Farmers Home Administration would be:

- spending FY 1980 housing dollars;
- defending the President's proposed BY 1981 housing budget before Congress;
- preparing a proposed FY 1982 housing budget for submission to the Office of Management and Budget.

Spending FY 80 housing dollars	Defending FY 81 housing budget in Congress	Preparing proposals to OMB for FY 82 housing budget

JUNE 1980

Executive Budget Process. Between March and June of each year the Assistant Secretaries in each federal department work on their budgets for the coming fiscal year and on plans for any new programs. These discussions are generally confidential but are not impenetrable to outside interest groups. The agency then sends its proposals to OMB in mid-September and OMB holds a series of meetings with agency staff to iron out differences. Between September and October OMB puts the budget into final form for submission to the President. Interest groups can influence this stage of the process by meeting with or writing OMB and the President and by encouraging a department to appeal an OMB decision to the President in order to achieve budget and program changes. The President makes his budget public in January when it is submitted to Congress.

FY 1982 Budget	March-June 1980	---FmHA staff works internally on FY 82 budget proposals
	June 1980	---Staff proposals are submitted to the Secretary
	September 1980	---The Secretary submits the department's proposals to OMB
	November 1980	---OMB makes its recommendations to the President on the budget
	December 1980	---The Secretary can appeal OMB's decision to the President
	January 1981	---The President submits the FY 82 budget to Congress

Congressional Budget Process. After the President submits his budget to Congress at the end of January, the Budget Committees of the House and Senate hold hearings to which members of the agencies and interest groups and other specialists are invited to testify. The budget committees begin work on the First Concurrent Budget Resolution which sets ceilings for spending in each of 16 functional areas, as well as making estimates of total government revenue and spending. The Congressional Budget Office typically makes economic forecasts and projections of costs and options for committee members. The Budget Committees must report the First Concurrent Budget Resolution out of committee by April 15.

Almost simultaneously, the authorizing and appropriation committees of each house begin work on their own legislation. Authorizing committees write the legislation on which programs are based and set ceilings on spending on the programs while appropriations committees pass appropriations legislation which specifies the amount of money which departments can spend on their programs. Because the budget, authorizing and appropriations committees are all involved in setting spending ceilings in one way or another, the budget process has become somewhat confusing and the fights to protect committee perogatives have become more lively.

Authorizing committees of each house must report out of committee by May 15 all bills which will cost money. Interest groups can appear at committee hearings to testify and can write and meet with committee staff and Congresspersons regarding program changes and budget issues. The Appropriations committees also hold hearings at which members of the public can appear. During April, May, June and July the Appropriations committees hold hearings and work on appropriations legislation. This legislation cannot be reported out of committee until the First Budget Resolution has been approved by both houses. The appropriations legislation is not permitted to exceed the budget ceilings of each of the sixteen budget functions set out in the budget resolution though the committee may shift funds around within programs as long as the function ceilings are not exceeded.

Congress has until September 15 to complete action on the Second Concurrent Budget Resolution. If necessary, Congress can modify the targets of its earlier budget resolution. By September 25, any necessary recongiliation of appropriations bills with the budget resolution must be completed. Through the aegis of a reconciliation resolution the budget committee is empowered to direct the appropriation committee to reduce its proposed spending to come within the ceiling set by the budget resolution.

The new fiscal year begins on October 1.

FY 1982 Budget	February 1981	---Budget committees in House and Senate hold hearings on First Concurrent Budget Resolution

FY 1982 Budget	March 15 1981	---All committees of House and Senate submit budget requests to Budget committees
	April 1 1981	---Congressional Budget Office reports alternative fiscal policies
	April 15 1981	---Budget Committees report First Concurrent Budget Resolution
	May 15 1981	---Deadline for passage of First Budget Resolution and for committees to report all bills authorizing new budget authority.
	September 15, 1981	---Deadline for passage of Second Concurrent Budget Resolution
	September 25, 1981	---Congress completes reconciliation
	October 1 1981	---Fiscal year 1982 begins

If during a fiscal year a department determines that it will need funds beyond its appropriation level the Administration can propose supplemental appropriations. The appropriations committees must approve such supplementals and they must come within the budget ceilings set by the budget committees in a Third Concurrent Budget Resolution.

□ Legislative Research: Getting Information from Congress*

From National Senior Citizens Law Center

1. How can I obtain Congressional publications and documents?

To obtain copies of Committee publications such as hearings, committee prints, pre-introduction drafts of legislation (especially in the case of appropriations measures), or other background materials, contact the committee handling the legislation. Some committees have a documents department; with others you can ask anyone in the office about availability of materials. Some committees will refer you to the subcommittee handling the legislation. Most committees are willing to mail you these materials in response to a telephone request, but others require a written request. Many hearings, but not all, are also on sale at the Government Printing Office.

2. How can I find out which committee is handling a bill and other related information?

The Legis Office is an excellent source of legislative information. If you have the bill number: through their computerized system they can provide you with the name of the sponsor (co-sponsors), the title, date of introduction and the committee to which the bill was referred. If you only know the sponsor's name and the general subject matter of the bill: the Legis Office can provide you with all the legislation introduced by that Representative in that particular area of concern. Much information may be provided via the telephone. Computer printouts containing all essential information concerning a bill (or bills) may be obtained by sending a large self-addressed stamped envelope to the following address:

Legis Office
House Annext #2
2nd & D Street, S.W.
Washington, D.C. 20515
(202) 225-1772

3. How can I obtain copies of bills, resolutions, amendments, public laws and related materials?

You can obtain bills, resolutions, Senate amendments, committee reports accompanying measures, conference committee reports, public laws and House or Senate Documents (special prints) from the House and Senate Document Rooms. House Calendars are available from the House Document Room. Important items quickly run in short supply, so take care to order a document as soon as you realize you need it. Also because document room files get overloaded because of the huge volume of materials Congress generates, the document room staff cleans out the files periodically. In any case, you will be able to obtain bills and resolutions only from the current Congress (though sometimes reports from previous sessions are available).

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* Excerpts, with permission, from "Understanding Congress, A Seminar on the Legislative Process", The Washington Minotir, Inc., plus additional materials prepared by NSCLC staff.

4. How should I proceed to ensure speedy receipt of these documents?

To facilitate getting items from the Documents Rooms, we will offer a number of suggestions for ordering documents by mail.

- Limit requests to a maximum of 6 items at a time, maximum 3 copies of each. Depending on size, sometimes only 1 copy is available.
- List bills, resolutions, laws, etc., in numerical order. Sponsor and short title are not necessary.
- IMPORTANT: enclose a self-addressed mailing label.
- Do not request hearings or committee prints from the Document Rooms. These come from the committee that issued them.
- Allow 3-4 working days after a measure is introduced or reported before requesting the document. For public laws allow 4 weeks.
- The Document Rooms will not take phone requests. But you can check on availability of documents by phoning. House Docs: (202) 225-3456; Senate Docs: (202) 224-4321

House Document Room
H-226
U.S. Capitol
Washington, D.C. 20515

Senate Document Room
S-325
U.S. Capitol
Washington, D.C. 20510

5. What is a "depository library" and how can it be useful to me?

Many times the Government Printing Office stock of a particular publication is exhausted, or the document may be permanently out of print. If you live in the Washington area, you would probably turn to one of a number of other sources, including the Library of Congress. If you live elsewhere...

By law, certain libraries (over 700) are designated depositories for government publications. A select number of regional depository libraries must carry one copy of all government publications made available to depository libraries, either in printed or microfacsimile form.

For a list of depository libraries and a "list of Classes of United States Government Publications Available for Selection by Depository Libraries" write:

Office of the Assistant Public Printer
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

6. How do I get a "committee legislative calendar"?

Call the committees with jurisdiction over subjects of interest to your organization and request their current legislative calendars. You will find that some committees limit distribution to Congressional offices, because of the expense of publishing bulky calendars; yet other committees make their calendars available freely. They are useful, so it's worth a try. You'll also find that some calendars come out fairly irregularly. Most are published every 3 to 4 months. These calendars contain detailed information regarding the legislative activity of the particular committee, its subcommittees and its members.

For further information, contact:

1636 West Eighth Street
Suite 102
Los Angeles, CA 90017
(213) 388-1381

or

1424 16th Street, N.W.
Suite 300
Washington, D.C. 20036
(202) 232-6570

□ The Legislative Labyrinth: How a Bill Becomes a Law

Excerpted from Gavel to Gavel:
A Guide to the Televised Proceedings
of Congress, a publication of the
Benton Foundation, Washington, D.C.,
with permission.

Before a bill ever reaches the House floor, it is put through a series of rigorous tests, each one of which may prove an insurmountable barrier. Written comments often are solicited and public hearings held, giving interested parties an opportunity to express opinions about provisions in the legislation. There are subcommittee and full committee votes, giving members a chance to keep a bill from consideration by the full House. There is a matter of having a bill scheduled by the Rules Committee for debate on the House floor, which, depending on the House leadership's view of the measure, often means a dead end. And if a bill makes it that far in the process -- and the vast majority of bills don't -- there are intricate parliamentary procedures that opponents can use to prevent its consideration and passage.

It is, in short, a process rife with potential pitfalls, and final approval by the House in no way assures that a bill will be enacted into law, since a similar process will have to be completed by the Senate. If the two Houses of Congress disagree over portions of the bill, it may be sent to a conference committee for compromise. So the action a viewer sees in the House Chamber is just one step in a long, exacting process that involves considerable time, energy, and expertise. But the televised action is, in many ways, the make-it-or-break-it point in the life of a bill, and it is at this juncture that the laws of the land are ultimately shaped. Here, then, is a look at how that entire process ordinarily unfolds.

Introduction and sponsorship.

During each two-year session of Congress, our nation's legislators introduce thousands of new proposals that eventually may become law (the most common form of which is the bill). The idea for a bill may originate anywhere--with interest groups, corporations, labor unions, congressional committees, or even private citizens--although only Members of Congress, the Resident Commissioner of Puerto Rico, and Delegates from the District of Columbia, Guam, and the Virgin Islands may actually introduce legislation for formal consideration.

In recent history, the President and his administration have been responsible for the bulk of legislative proposals acted on by Congress. Each year, for example, federal departments and agencies submit proposals based on the President's course for the country as outlined in his annual State of the Union message. In addition, the President each year transmits the proposed budget to Congress, which serves as the basis for several appropriations bills drafted by the House Committe on Appropriations.

No matter where the legislative proposals originate, though, they follow similar paths through Congress. After carefully hammering out specific legislative language, often with the assistance of the legislative Counsel of the House, a Member will have the original bill typed on a special form, which includes the names of all Members who have signed on as co-sponsors. Then the bill is merely dropped in the hopper beside the House Clerk's desk.

The bill's official title is subsequently entered in the Journal, and the Clerk assigns the bill its permanent legislative number--a label often referred to by Members during debate in lieu of the title. A bill originating in the House is designated by the letters "H.R." followed by the assigned number, while a Senate bill is designated by the letter "S." followed by its number.

The next day, the bill appears by title in the Congressional Record, along with the name of the committee or committees to which it has been referred--a determination made by the Speaker, with the assistance of the Parliamentarian. The bill is then sent to the Government Printing Office; shortly thereafter, printed copies are sent to the document rooms in the Capitol, where they are made available to Members' offices and the public. In addition, a copy of the bill is sent to the committee to which it has been referred, where it is entered on the committee's Legislative Calendar.

Committee Action.

The committee system is the backbone of Congress. It is in committees and subcommittees that bills are closely scrutinized and comments--both from the public and appropriate government agencies--solicited. (There now are 22 standing committees in the House and 15 in the Senate, as well as several select committees and standing joint committees.) It is here where Members with expertise or interest in a particular subject have an opportunity to advance, modify, or kill a pending piece of legislation. Committee and subcommittee chairmen wield great power. They can decide, for example, to do nothing with a bill, in which case it "dies" at the end of a Congress.

Bills are routinely referred to committees with the appropriate jurisdiction over the subject matter, and then routed to a subcommittee with an even narrower focus. A bill proposing to change licensing requirements for television stations, for example, would be referred to the House Energy and Commerce Committee, and then sent to its Subcommittee on Telecommunications, Consumer Protection and Finance. Here real scrutiny of the bill begins.

The subcommittee staff sometimes solicits comments on the proposal from a wide range of experts: government agencies, affected industries, trade associations, citizen groups, and the like.

If the subcommittee's chairman or its members believe the bill deserves an even closer look, and if time allows, public hearings on the bill will be scheduled. Once again, the subcommittee will listen to the views of interested parties--this time in the public forum, with Members given an opportunity to question witnesses. (A committee may go into executive session and close a hearing to the public, but this is usually done only when there is a threat of endangering national security or incriminating a witness.)

When hearings have been completed, a subcommittee will schedule a "mark-up" session to decide whether to move the bill along to the next step in the process: consideration by the full committee. At a mark-up, which also is usually open to the public, Members vote on whether to approve the bill as worded, amend it, rewrite it, or postpone action indefinitely.

If the bill is sent to the full committee, it may hold its own hearings, or it may proceed to a vote. The full committee often will review supporting material submitted by the subcommittee, and it may then choose to either table the bill or "report it" to the House, with or without amendments. Since tabling a bill will ordinarily prevent further action, adverse reports by the full committee are usually considered unnecessary. Occasionally, however, a committee may report a bill unfavorably.

When a committee reports a bill favorably to the full House, it sends with it a written report describing the purpose of the bill, committee amendments, any minority views, the opinions of other government officials whose views had been solicited, and the committee's reasons for recommended approval. Consequently, these reports form a very important part of the legislative history of a bill, which assumes great significance when courts use it to interpret congressional intent. Like bills, reports are assigned a number, printed, and made available for congressional and public study.

Granting a rule.

In large measure, the 16 Members of the House who sit on its powerful Rules Committee determine whether to permit consideration of a particular measure and then establish the parameters of debate before the bill reaches the floor. Because most controversial pieces of legislation are sent there, the Rules Committee often has been described as the "traffic cop" of the House. Following an open hearing (in which the merits of the bills are often discussed), the bill generally will be assigned a debate rule. That rule carefully outlines whether any amendments will be permitted, how long those amendments may be debated, and sometimes even the order in which they may be considered.

It is, without question, a complicated process--but an entirely necessary one in a legislative body with 435 Members. In fact, to keep track of all its pending business (before committee or either chamber), the House uses five legislative calendars. Under the calendar system, Members sponsoring legislation considered noncontroversial or bills dealing with private matters (claims against the government, immigration, land titles, and the like) may bypass the Rules Committee and gain floor consideration if they have been reported from the committee. Bills on the Consent Calendar normally are called on the first and third Mondays of each month; bills on the Private Calendar, the first and third Tuesdays. But if there are sufficient objections, the measure being considered will be postponed or taken off the calendar, and its backers will seek other methods of getting it to the floor. The two basic procedures are a "suspension of the rules" or a special order of the Rules Committee.

Suspension of the rules.

While the term suggests some sort of parliamentary free-for-all, it actually embodies a new set of restrictions for consideration of legislation on the floor. It is a valuable way to expedite consideration of important -- but not highly controversial -- bills. A motion to suspend the rules is in order on every Monday and Tuesday and during the last six days of every session. Debate is limited to 40 minutes (20 minutes on each side of the issue), and no separate amendments from the floor are permitted. (Committee amendments, however, are often included in the motion, and two-thirds of those present must vote for passage.) If the bill fails, it may be considered later under special order procedures, usually the granting of a rule.

Special orders of the Rules Committee. In essence, the Rules Committee has three choices: it may send a bill to the floor under the normal "five-minute" rule; it may provide a special, more restricted rule; or, on occasion, it may decide to assign an "open rule" (one of the House's standing rules) to a bill, which allows unlimited germane floor amendments. If the committee provides a special "closed" or "partially closed" rule, and the resolution is adopted by the House, it becomes as valid as any open rule.

One other parliamentary matter of interest: If a rule is brought to the floor the same day it is reported by the Rules Committee, a two-thirds vote is required for consideration. More often, though, a rule "lies over" at least 24 hours, and only a majority vote is needed for adoption.

The resolution of disagreement over the rule paves the way for a bill to be brought for a vote on the floor. By the time of the final roll-call vote, many other issues--the rule itself, amendments, and even the manner of voting--will have been decided. The voting process has been greatly streamlined in recent years (...), but many Members complain about what they view as an endless string of quorum calls and recorded votes on inconsequential matters.

Further action.

Once a bill passes the House of Representatives, it is transmitted to the Senate in a rather formal ceremony (similar to the procedure under which the Speaker receives messages from the Senate or the President). There it follows a similarly labyrinthine path to final deliberations. Because of its smaller size, however, the Senate does not resolve itself into the Committee of the Whole; further, bills can be amended more liberally. And the Senate has no Rules Committee, nor does it normally limit floor debate.

A bill cannot become the law of the land until it has been approved in identical terms by both Houses. So if there are differences between House and Senate bills when the Senate completes its deliberations, the two bodies may seek to work them out in conference. Each body appoints conferees, usually drawn from the committees involved in the legislation. They meet and try to hammer out disagreements. If they are unable to do so, new conferees can be chosen in an attempt to break the deadlock. By instructing conferees to adhere to certain positions, either body may also convey the intensity of its views on a bill (the instructions, however, are not binding).

Once approved, the conference committee's report, which represents all amendments between the Houses on which the conferees could agree, is sent back to each House for consideration. House rules require that conference reports "lie over" at least three days to insure that Members have time to study them before they vote. The House generally permits one hour of floor debate on the conference report itself; if any amendments are considered separately, they must be sent back to the Senate for approval or further conference. Even if only one amendment remains in disagreement, the bill cannot pass until the House and Senate difference is resolved.

After the House and Senate have passed a bill in exactly the same language, it is enrolled on parchment and transmitted to the President for his signature. The President may approve the bill simply by signing it, or he may veto it. If Congress is in session and the President does not veto the measure within 10 days and return it with his objections, the Constitution provides that it becomes law anyway. If, however, Congress has adjourned since die and the President fails to sign a bill, it is known as a "pocket veto." (In essence, Congress has prevented the bill's return by virtue of its adjournment.) If the President vetoes the bill, it is sent back to the House or Senate (whichever body originated the legislation) with a message explaining why. A vetoed bill is always privileged in the House, and generally must be voted on at once. A two-thirds affirmative vote in both the House and Senate is required to override a presidential veto.

☐ Congressional Directory: House Committees - 98th Congress

Committee on Agriculture

Room 130 Longworth Building: 225-2171

Democratic:

E. de la Garza, Texas, Chair
Thomas S. Foley, Wash.
Walter B. Jones, N.C.
Ed Jones, Tenn.
George E. Brown, Jr., Calif.
Charles Rose, N.C.
James Weaver, Ore.
Tom Harkin, Iowa
Berkley Bedell, Iowa
Glenn English, Okla.
Leon E. Panetta, Calif.
Jerry Huckaby, La.
Dan Glickman, Kan.
Charles Whitley, N.C.
Tony Coelho, Calif.
Thomas A. Daschle, S. Dak.
Charles W. Stenholm, Texas
Harold L. Volkmer, Mo.
Charles Hatcher, Ga.
**Robin Tallon, S.C.*
**Harley Staggers, Jr., W. Va.*
**Richard J. Durbin, Ill.*
**Lane Evans, Ill.*
**Robert Lindsay Thomas, Ga.*
**James R. "Jim" Olin, Va.*
**Timothy J. Penny, Minn.*

Republican:

Edward R. Madigan, Ill.
James M. Jeffords, Vt.
E. Thomas Coleman, Mo.
Ron Marlenee, Mont.
Larry Hopkins, Ky.
George Hansen, Idaho
Arlan Stangeland, Minn.
Pat Roberts, Kan.
Bill Emerson, Mo.
Joe Skeen, N.M.
Sid Morrison, Wash.
Steve Gunderson, Wis.
Cooper Evans, Iowa
Eugene Chappie, Calif.
*Webb Franklin, Miss.

Staff: Mario Castillo, staff director 225-2171
Chuck Hilty, minority staff director 225-2312

Committee on Appropriations

Room H-218 Capitol Building: 225-2771

Democratic:

Jamie L. Whitten, Miss., Chair
Edward P. Boland, Mass.
William H. Natcher, Ky.
Neal Smith, Iowa
Joseph P. Addabbo, N.Y.
Clarence D. Long, Md.
Sidney R. Yates, Ill.
David R. Obey, Wis.
Edward R. Roybal, Calif.
Louis Stokes, Ohio
Tom Bevill, Ala.
Bill Chappell, Jr., Fla.
Bill Alexander, Ark.
John P. Murtha, Pa.
Bob Traxler, Mich.
Joseph D. Early, Mass.
Charles Wilson, Texas
Lindy (Mrs. Hale) Boggs, La.
Norma D. Dicks, Wash.
Matthew F. McHugh, N.Y.
William Lehman, Fla.
Jack Hightower, Texas
Martin Olav Sabo, Minn.
Julian C. Dixon, Calif.
Vic Fazio, Calif.
W.G. (Bill) Hefner, N.C.
Les Aucoin, Ore.
Daniel K. Akaka, Hawaii
West Watkins, Okla.
William H. Gray III, Pa.
Bernard J. Dwyer, N.J.
**William R. Ratchford, Conn.*
**William H. Boner, Tenn.*
**Steny H. Hoyer, Md.*
**Bob Carr, Mich.*
**Robert J. Mrazek, N.Y.*

Republican:
Silvio Conte, Mass.
Joseph M. McDade, Pa.
Jack Edwards, Ala.
John T. Myers, Ind.
J. Kenneth Robinson, Va.
Clarence E. Miller, Ohio
Lawrence Coughlin, Pa.
C.W. "Bill" Young, Fla.
Jack Kemp, N.Y.
Ralph S. Regula, Ohio
George M. O'Brien, Ill.
Virginia Smith, Neb.
Eldon D. Rudd, Ariz.
Carl D. Pursell, Mich.
Micky Edwards, Okla.
Robert L. Livingston, La.
William S. Green, N.Y.
Tom Loeffler, Texas
Jerry Lewis, Califo.
John E. Porter, Ill.
*Hal Rogers, Ky.

Staff: Keith Mainland, staff director 225-2771
Mike Hugo, minority staff director 225-3481

Committee on Armed Services

Room 2120 Rayburn Building: 225-4151

Democratic:
Melvin Price, Ill., Chair
Charles E. Bennett, Fla.
Samuel S. Stratton, N.Y.
Bill Nichols, Ala.
Dan Daniel, Va.
G.V. Montgomery, Miss.
Les Aspin, Wis.
Ronald V. Dellums, Calif.
Patricia Schroeder, Colo.
Abraham Kazen, Jr., Texas
Antonio Borja Won Pat, Guam
Larry McDonald, Ga.
Beverly B. Byron, Md.
Nicholas Mavroules, Mass.
Earl Hutto, Fla.
Ike Skelton, Mo.
Dave McCurdy, Okla.
Thomas M. Foglietta, Pa.
Roy Dyson, Md.
Dennis M. Hertel, Mich.
**Marilyn Lloyd Bouguard, Tenn.*
**Norman Sisisky, Va.*
**Richard Ray, Ga.*
**John M. Spratt, Jr., S.C.*
**Frank McCloskey, Ind.*
**C. Robin Britt, N.C.*
**Solomon P. Ortiz, Texas*
**Ronald D. Coleman, Texas*

Republican:
William L. Dickinson, Ala.
William G. Whitehurst, Va.
Floyd Spence, S.C.
Marjorie S. Holt, Md.
Elwood Hillis, Ind.
Robert E. Badham, Calif.
Bob Stump, Ariz.
James A. Courter, N.J.
Larry J. Hopkins, Ky.
Robert W. Davis, Mich.
Kenneth B. Kramer, Colo.
Duncan L. Hunter, Calif.
Thomas F. Hartnett, S.C.
*Daniel Crane, Ill.
*David O.B. Martin, N.W.
*John Kasich, Ohio

Staff: John J. Ford, staff director: 225-4158

Committee on Banking, Finance and Urban Affairs

Room 2129, Rayburn Building: 225-4247

Democratic:
F.J. St. Germain, R.I., Chair
Henry B. Gonzalez, Texas
Joseph G. Minish, N.J.
Frank Znnuzio, Ill.
Parren J. Mitchell, Md.
Walter E. Fauntroy, D.C.
Stephen L. Neal, N.C.
Jerry M. Patterson, Calif.

Carroll Hubbard, Jr., Ky.
John J. LaFalce, N.Y.
Norman E. D'Amours, N.H.
Stan Lundine, N.Y.
Mary Rose Oakar, Ohio
Bruce F. Vento, Minn.
Doug Barnard, Jr., Ga.
Robert Garcia, N.Y.
Mike Lowry, Wash.
Charles E. Schumer, N.Y.
Barney Frank, Mass.
Bill Patman, Texas
William J. Coyne, Pa.
*Buddy Roemer, La.
*Richard H. Lehman, Calif.
*Bruce A. Morrison, Conn.
*Jim Cooper, Tenn.
*Marcy Kaptur, Ohio
*Ben Erdreich, Ala.
*Sander M. Levin, Mich.
*Thomas R. Carper, Del.
*Esteban Edward Torres, Calif.

Republican:
Chalmers P. Wylie, Ohio
Stewart B. McKinney, Conn.
George Hansen, Idaho
Jim Leach, Iowa
Ron Paul, Texas
Ed Bethune, Ark.
Norman D. Shumway, Calif..
Stan Parris, Va.
Bill McCollum, Fla.
George Wortley, N.Y.
Marge Roukema, N.J.
Bill Lowery, Calif..
*Douglas K. Bereuter, Neb.
*David Dreier, Calif.
*John Hiler, Ind.
*Tom Ridge, Pa.
*Steve Bartlett, Texas

Staff: Paul Nelson, staff director 225-7057
James C. Sivon, minority staff director 225-7502

Committee on the Budget

Room 214, Annex #1: 225-7200

Democratic:
James R. Jones, Okla., Chair
Jim Wright, Texas
Stephen J. Solarz, N.Y.
Timothy E. Wirth, Colo.
Leon E. Panetta, Calif.
Richard A. Gephardt, Mo.
Bill Nelson, Fla.
Les Aspin, Wis.
W.B. (Bill) Hefner, N.C.
Thomas J. Downey, N.Y.
Brian J. Donnelly, Mass.
*Mike Lowry, Wash.
*Butler Derrick, S.C.
*George Miller, Calif.
*William H. Gray III, Pa.
*Pat Williams, Mont.
*Geraldine A. Ferraro, N.Y.
*Howard Wolpe, Mich.
*Martin Frost, Texas
*Vic Fazio, Calif.

Republican:
Delbert L. Latta, Ohio
E.G. (Bud) Shuster, Pa.
Bill Frenzel, Minn.
Jack Kempt, N.Y.
Ed Bethune, Ark.
Lynn M. Martin, Ill.
Bobbi Fiedler, Calif.
*Tom Loeffler, Texas
*Willia D. Gradison, Jr., Ohio
*Connie Mack III, Fla.
*Phil Gramm, Texas

Staff: Mace Brode, staff director 226-7200
John O'Shaughnessy, minority staff director 226-7270

Committee on the District of Columbia

Room SR-150, Senate Russell Building: 224-2731

Democratic:
Ronald Dellums, Calif., Chair
Walter E. Fauntroy, D.C.
Romano L. Mazzoli, Ky.
Fortney H. Stark, Calif.
Mickey Leland, Texas
William H. Gray III, Pa.
Michael D. Barnes, Md.
Mervyn M. Dymally, Calif.

Republican:
Stewart B. McKinney, Conn.
Stan Parris, Va.
Thomas J. Bliley, Jr., Va.
*Marjorie S. Holt, Md.

Staff: Timothy Leeth, staff director 224-2731
Jim Cuvie, minority staff director 224-2731

Committee on Education and Labor

Room 2181, Rayburn Building: 225-4527

Democratic:
Carl D. Perkins, Ky., Chair
Augustus F. Hawkins, Calif.
William D. Ford, Mich.
Phillip Burton, Calif.
Joseph M. Gaydos, Pa.
William (Bill) Clay, Mo.
Mario Biaggi, N.Y.
Ike Andrews, N.C.
Paul Simon, Ill.
George Miller, Calif.
Austin J. Murphy, Pa.
Ted Weiss, N.Y.
Baltasar Corrada, P.R.
Dale E. Kildee, Mich.
Pat Williams, Mont.
Ray Kogovsek, Col.
Harold Washington, Ill.
**Matthew G. Martinez, Calif.*
**Major R. Owens, N.Y.*
**Frank Harrison, Pa.*
**Frederick C. Boucher, Va.*

Republican:
John M. Erlenborn, Ill.
James M. Jeffords, Vt.
William F. Goodling, Pa.
E. Thomas Coleman, Mo.
Thomas E. Petri, Wis.
Marge Roukema, N.J.
*Larry E. Craig, Idaho
*Steve Gunderson, Wis.
*Steve Bartlett, Texas
*Ron Packard, Calif.

Staff: Donald Baker, staff director 225-6916
Edith Bomb, minority staff director 225-3725

Committee on Energy and Commerce

Room 2125, Rayburn Building: 225-2927

Democratic:
John D. Dingell, Mich., Chair
James H. Scheur, N.Y.
Richard L. Ottinger, N.Y.
Henry A. Waxman, Calif.
Timothy E. Wirth, Colo.
Philip R. Sharp, Ind.
James J. Florio, N.J.
Edward J. Markey, Mass.
Thomas A. Luken, Ohio
Doug Walgren, Pa.
Albert Gore, Jr., Tenn.
Barbara A. Mikulski, Md.
Al Swift, Wash.
Mickey Leland, Texas
Richard C. Shelby, Ala.
Cardiss Collins, Ill.

Mike Synar, Okla.
W.J. (Billy) Tauzin, La.
Ron Wyden, Ore.
Ralph M. Hall, Texas
**Dennis Eckart, Ohio*
**Wayne Dowdy, Miss.*
**Bill Richardson, N.M.*
**Jim Slattery, Kan.*
**Gerry Sikorski, Minn.*
**John Bryant, Texas*
**Jim Bates, Calif.*

Republican:
James T. Broyhill, N.C.
Norman F. Lent, N.Y.
Edward R. Madigan, Ill.
Carlos J. Moorhead, Calif.
Matthew J. Rinaldo, N.J.
Tom Corcoran, Ill.
William E. Dannemeyer, Calif.
Bob Whittaker, Kan.
Thomas J. Tauke, Iowa
Don Ritter, Pa.
Thomas J. Bliley, Jr., Va.
Jack Fields, Texas
*Mike Oxley, Ohio
*Howard Nielson, Utah

Staff: Frank M. Potter, staff director 225-2907
Arnold Havens, minority staff director 225-3641

Committee on Foreign Affairs

Room 2170, Rayburn Building: 225-5021

Democratic:
Clement Zablocki, Wis., Chair
Dante B. Fascell, Fla.
Lee H. Hamilton, Ind.
Gus Yatron, Pa.
Stephen J. Solarz, N.Y.
Don Bonker, Wash.
Gerry E. Studds, Mass.
Andy Ireland, Fla.
Dan Mica, Fla.
Michael D. Barnes, Md.
Howard Wolpe, Mich.
George Crockett, Jr., Mich.
Sam Gejdenson, Conn.
Mervyn M. Dymally, Calif.
Tom Lantos, Calif.
**Peter H. Kostmayer, Pa.*
**Robert G. Torricelli, N.J.*
**Lawrence J. Smith, Fla.*
**Howard L. Berman, Calif.*
**Harry M. Reid, Nev.*
**Mel Levine, Calif.*
**Edward F. Feighan, Ohio*
**Robert Garcia, N.Y.*

Republican:
William S. Broomfield, Mich.
Larry Winn, Jr., Kan.
Benjamin A. Gilman, N.Y.
Robert J. Lagomarsino, Calif.
Joel Pritchard, Wash.
Jim Leach, Iowa
Toby A. Roth, Wis.
Olympia Snowe, Maine
*Henry J. Hyde, Ill.
*Gerald B.H. Solomon, N.Y.
*Doug Bereuter, Neb.
*Mark Siljander, Mich.
*Ed Zschau, Calif.

Staff: Jack Brady, staff director 225-5021
Everett Bearman, minority staff director 225-6735

Committee on Government Operations

Room 2157 Rayburn Building: 225-5051

Democratic:
Jack Brooks, Texas, Chair
Dante B. Fascell, Fla.
Don Fuqua, Fla.
John Conyers, Jr., Mich.
Cardiss Collins, Ill.
Glenn English, Okla.

Elliott H. Levitas, Ga.
Henry W. Waxman, Calif.
Ted Weiss, N.Y.
Mike Synar, Okla.
Stephen L. Neal, N.C.
Doug Barnard, Jr., Ga.
Barney Frank, Mass.
Tom Lantos, Calif.
*Ronald D. Coleman, Texas
*Robert E. Wise, Jr., W.Va.
*Barbara Boxer, Calif.
*Sander M. Levin, Mich.
*Buddy MacKay, Fla.
*Mel Levine, Calif.
*Major R. Owens, N.Y.
*Edolphus Towns, N.Y.
*John M. Spratt, Jr., S.C.
*Joe Kolter, Pa.
*Ben Erdreich, Ala.

Republican:
Frank Horton, N.Y.
John Erlenborn, Ill.
Thomas N. Kindness, Ohio
Robert S. Walker, Pa.
Lyle Williams, Ohio
William F. Clinger, Pa.
Raymond McGrath, N.Y.
Judd Gregg, N.H.
*Dan Burton, Ind.
*John McKernan, Maine
*Tom Lewis, Fla.
*Al McCandless, Calif.
*Larry Craig, Idaho

Staff: John Morris, staff director 225-5051
John Duncan, minority staff director 225-5074

Committee on House Administration

Room H-326, Capitol Building: 225-2061

Democratic:
Augustus Hawkins, Cal., Chair
Frank Ahnunzio, Ill.
Joseph M. Gaydos, Pa.
Ed Jones, Tenn.
Joseph G. Minish, N.J.
Charles Rose, N.C.
Al Swift, Wash.
William J. Coyne, Pa.
*Thomas S. Foley, Wash.
*Mary Rose Oakar, Ohio
*Tony Coelho, Calif.
*Jim Bates, Calif.

Republican:
Bill Frenzel, Minn.
William L. Dickinson, Ala.
Robert E. Badham, Calif.
Newt Gingrich, Ga.
William M. Thomas, Calif.
Lynn M. Martin, Ill.
*Rod Chandler, Wash.

Staff: Hugh G. Duffy, staff director 225-2061
Linda Nave, minority staff director 225-2061

Committee on Interior and Insular Affairs

Room 1321, Longworth Building: 225-2761

Democratic:
Morris Udall, Ariz., Chair
Phillip Burton, Calif.
Abraham Kazen, Jr., Texas
John F. Seiberling, Ohio
Antonio Borja Won Pat, Guam
James Weaver, Ore.
James J. Florio, N.J.
Philip R. Sharp, Ind.
Edward J. Markey, Mass.
Baltasar Corrada, P.R.
Austin J. Murphy, Pa.
Nick Joe Rahall II, W. Va.
Bruce F. Vento, Minn.
Jerry Huckaby, La.
Jerry M. Patterson, Calif.
Ray Kogovsek, Colo.

Dale E. Kildee, Mich.
Tony Coelho, Calif.
Beverly B. Byron, Md.
Ron De Lugo, V.I.
Sam Gejdenson, Conn.
**Bill Patman, Texas*
**Peter H. Kostmayer, Pa.*
**Jim Moody, Wis.*
**Alan B. Mollohan, W.Va.*
**James McClure Clarke, N.C.*
**James F. McNulty, Ariz.*
**Richard H. Lehman, Calif.*

Republican:
Manual Lujan, Jr., N.M.
Don Young, Alaska
Robert J. Lagomarsino, Calif.
Dan Marriott, Utah
Ron Marlenee, Mont.
Dick Cheney, Wyo.
Charles Pashayan, Jr., Calif.
Larry Craig, Idaho
Hank Brown, Colo
Denny Smith, Ore.
James V. Hansen, Utah
*Bill Emerson, Mo.
*John McCain, Ariz.
*Barbara Vucanovich, Nev.

Staff: Stanley Scoville, staff director 225-2761
Tim Glidden, minority staff director 225-6065

Committee on Judiciary

Room 2137, Rayburn Building: 225-3951

Democratic:
Peter Rodino, N.J., Chair
Jack Brooks, Texas
Robert Kastenmeier, Wis.
Don Edwards, Calif.
John Conyers, Jr., Mich.
John F. Seiberling, Ohio
Romano L. Mazzoli, Ky.
William J. Hughes, N.J.
Sam B. Hall, Jr., Texas
Mike Synar, Okla.
Patricia Schroeder, Colo.
Dan Glickman, Kan.
Harold Washington, Ill.
Barney Frank, Mass.
**George Crockett, Jr., Mich.*
**Charles E. Schumer, N.Y.*
**Bruce A. Morrison, Conn.*
**Edward F. Feighan, Ohio*
**Lawrence J. Smith, Fla.*
**Howard L. Berman, Calif.*

Republican:
Hamilton Fish, Jr., N.Y.
Carlos J. Moorhead, Calif.
Henry J. Hyde, Ill.
Thomas N. Kindness, Ohio
Harold S. Sawyer, Mich.
Dan Lungren, Calif.
F. James Sensenbrenner, Jr., Wis.
Bill McCollum, Fla.
*E. Clay Shaw, Jr., Fla.
*George W. Gekas, Pa.
*Michael DeWine, Ohio

Staff: Garner Cline, staff director 225-7709
Frank Polk, minority staff director 225-6906

Committee on Merchant Marine and Fisheries

Room 1334 Longworth Building: 225-4047

Democratic:
Walter B. Jones, N.C., Chair
Mario Biaggi, N.Y.
Glenn M. Anderson, Calif.
John B. Breaux, La.
Gerry E. Studds, Mass.
Carroll Hubbard, Jr., Ky.
Don Bonker, Wash.
Norman D'Amours, N.H.
James L. Oberstar, Minn.
William J. Hughes, N.J.
Barbara A. Mikulski, Md.
Earl Hutto, Fla.

Brian J. Donnelly, Mass.
W.J. (Billy) Tauzin, La.
Thomas M. Foglietta, Pa.
Fofo I.F. Sunia, Am. Samoa
Dennis M. Hertel, Mich.
Roy Dyson, Md.
**William O. Lipinski, Ill.*
**Robert A. Borski, Pa.*
**Thomas R. Carper, Del.*
**Douglas H. Bosco, Calif.*
**Robin Tallon, S.C.*
**Robert Lindsay Thomas, Ga.*
**Barbara Boxer, Calif.*
**Solomon P. Ortiz, Texas*

Republican:
Edwin B. Forsythe, N.J.
Gene Snyder, Ky.
Joel Pritchard, Wash.
Don Young, Alaska
Norman F. Lent, N.Y.
Robert W. Davis, Mich.
William Carney, N.Y.
Norman D. Shumway, Calif.
Jack Fields, Texas
Claudine Schneider, R.I.
*Hal Sawyer, Mich.
*Herbert H. Bateman, Va.
*John R. McKernan, Maine
*Webb Franklin, Miss.

Staff: Ed Welch, staff director 225-4047
George Mannina, minority staff director 225-2650

Committee on Post Office and Civil Service

Room 309, Cannon Building: 225-4054

Democratic:
William D. Ford, Mich., Chair
Morris K. Udall, Ariz.
William (Bill) Clay, Mo.
Patricia Schroeder, Colo.
Robert Garcia, N.Y.
Mickey Leland, Texas
Donald J. Albosta, Mich.
Gus Yatron, Pa.
Mary Rose Oakar, Ohio
Katie Hall, Ind.
Gerry Sikorski, Minn.
Ronald V. Dellums, Calif.
Thomas A. Daschle, S.Dak.
Ron De Lugo, V.I.
**Charles E. Schumer, N.Y.*
**Douglas H. Bosco, Calif.*

Republican:
Gene Taylor, Mo.
Genjamin A. Gilman, N.Y.
Tom Corcoran, Ill.
James A. Courter, N.J.
Charles Pashayan, Jr., Calif.
William E. Dannemeyer, Calif.
Daniel B. Crane, Ill.
Frank Wolf, Va.
Connie Mack, Fla.

Staff: Tom DeYulia, staff director 225-9349
Joseph Fisher, minority staff director 225-0073

Committee on Public Works and Transportation

Room 2165, Rayburn Building, 225-4472

Democratic:
James J. HRward, N.J., Chair
Glenn M. Anderson, Calif.
Robert A. Roe, N.J.
John B. Breaux, La.
Norman Y. Mineta, Calif.
Elliott H. Levitas, Ga.
James L. Oberstar, Minn.
Henry J. Nowak, N.Y.
Bob Edgar, Pa.
Robert A. Young, Mc.
Nick Joe Rahall, II, W.Va.
Douglas Applegate, Ohio
Geraldine A. Ferraro, N.Y.
Donald J. Albosta, Mich.
Ron de Lugo, V.I.
Gus Savage, Ill.

Fofo I.F. Sunia, Am. Samoa
**Katie Hall, Ind.*
**Douglas H. Bosco, Calif.*
**James F. McNulty, Jr., Ariz.*
**Jim Moody, Wis.*
**Robert A. Borski, Pa.*
**Joe Kolter, Pa.*
**Tim Valentine, N.C.*
**Edolphus Towns, N.Y.*
**William O. Lipinski, Ill.*
**Michael A. Andrews, Texas*
**Tom J. Vandergriff, Texas*
**J. Roy Rowland, Ga.*
**James McClure Clarke, N.C.*
**Robert E. Wise, Jr., W.Va.*

Republican:
Gene Snyder, Ky.
John Paul Hammerschmidt, Ark.
E.G. (Bud) Shuster, Pa.
Arlan Stangeland, Minn.
Newt Gingrich, Ga.
William F. Clinger, Jr. Pa.
Guy Molinari, N.Y.
E. Clay Shaw, Jr., Fla.
Bob McEwen, Ohio
Frank Wolf, Va.
*Tom Petri, Wis.
*Hal Daub, Neb.
*Vin Weber, Minn.
*Robert Smith, Ore.
*Don Sundquist, Tenn.
*Nancy Lee Johnson, Conn.
*Ron Packard, Calif.

Staff: Salvatore D'Amico, staff director 225-4472
Mike Toohey, minority staff director 225-9446

Committee on Rules

Room H-312 Capitol Building: 225-9486

Democratic:
Claude Pepper, Fla., Chair
Gillis W. Long, La.
Joe Moakley, Mass.
Butler Derrick, S.C.
Anthony C. Beilenson, Calif.
Martin Frost, Texas
David E. Bonior, Mich.
Tony P. Hall, Ohio
**Alan Wheat, Mo.*

Republican:
James H. Quillen, Tenn.
Delbert L. Latta, Ohio
Trent Lott, Miss.
Gene Taylor, Mo.

Staff: A. A. Sayers, staff director 225-9486
William D. Crosby, minority staff director 225-9191

Committee on Science and Technology

Room 2321, Rayburn Building: 225-6371

Democratic:
Don Fugua, Fla., Chair
Robert A. Roe, N.J.
George E. Brown, Jr., Calif.
James S. Scheuer, N.Y.
Richard L. Ottinger, N.Y.
Tom Harkin, Iowa
Marilyn Lloyd Bouquard, Tenn.
Doug Walgren, Pa.
Dan Glickman, Kan.
Albert Gore, Jr., Tenn
Robert A. Young, Mo.
Harold L. Volkmer, Mo.
Bill Nelson, Fla.
Stan Lundine, N.Y.
Ralph M. Hall, Texas
Dave McCurdy, Okla.
Mervyn M. Dymally, Calif.
Paul Simon, Ill.
**Norman Y. Mineta, Calif.*
**Richard J. Durbin, Ill.*
**Michael A. Andrews, Texas*
**Buddy MacKay, Fla.*

**Tim Valentine, N.C.*
**Harry M. Reid, Nev.*
**Robert G. Torricelli, N.J.*
**Frederick C. Boucher, Va.*

Republican:
Larry Winn, Jr., Kan.
Manuel Lujan, Jr., N.M.
Robert S. Walker, Pa.
William Carney, N.Y.
F. James Sensenbrenner, Jr., Wis.
Judd Gregg, N.H.
Raymond McGrath, N.Y.
Joe Skeen, N.M.
Claudine Schneider, R.I.
Bill Lowery, Calif.
*Rod Chandler, Wash.
*Herbert H. Bateman, Va.
*Sherwood Boehlert, N.Y.
*Al McCandless, Calif.
*Tom Lewis, Fla.

Staff:		
	Dr. Jeff Poore, staff director	225-6375
	Dave Jeffery, minority staff director	225-8772

Committee on Small Business

Room 2361, Rayburn Building: 225-5821

Democratic:
Parren Mitchell, Md., Chair
Neal Smith, Iowa
Joseph P. Addabbo, N.Y.
Henry B. Gonzalez, Texas
John J. La Falce, N.Y.
Berkley Bedell, Iowa
Henry J. Nowak, N.Y.
Thomas A. Luken, Ohio
Andy Ireland, Fla.
Charles W. Stenholm, Texas
Romano L. Mazzoli, Ky.
Nicholas Mavroules, Mass.
Charles Hatcher, Ga.
Ron Wyden, Ore.
Dennis E. Eckart, Ohio
Gus Savage, Ill.
Buddy Roemer, La.
**Norman Sisisky, Va.*
**Frank McCloskey, Ind.*
**Esteban Edward Torres, Calif.*
**Tom J. Vandergriff, Texas*
**Jim Cooper, Tenn.*
**James R. "Jim" Olin, Va.*
**C. Robin Britt, N.C.*
**Richard Ray, Ga.*

Republican:
Joseph M. McDade, Pa.
Silvio Conte, Mass.
William S. Broomfield, Mich.
Dan Marriott, Utah
John Hiler, Ind.
Vin Webber, Minn.
Hal Daub, Neb.
Chris Smith, N.J.
David Dreier, Calif.
*Guy Molinari, N.Y.
*Toby Roth, Wis.
*Gene Chappie, Calif.
*Sherwood Boehlert, N.Y.
*Michael Bilirakis, Fla.

Staff:		
	Maj Clark, staff director	225-5821
	Tim Whitting, minority staff director	225-4038

Committee on Standards of Official Conduct

Room 2360, Rayburn Building: 225-7103

Democratic:
Louis Stokes, Ohio, Chair
Nick Joe Rahall, Ill./W.Va.
**Ed Jenkins, Ga.*
**Julian C. Dixon, Calif.*
**Vic Fazio, Calif.*
**William J. Coyne, Pa.*

Republican:
Floyd Spense, S.C.
Barber Conable, N.Y.
John T. Myers, Ind.
Edwin B. Forsythe, N.J.
Hank Brown, Colo.
James V. Hansen, Utah

Staff: John Swaner, staff director 225-7103

Committee on Veterans' Affairs

Room 335, Cannon Building: 225-3527

Democratic:
G.V. Montgomery, Miss., Chair
Don Edwards, Calif.
Bob Edgar, Pa.
Sam B. Hall, Jr., Texas
Douglas Applegate, Ohio
Marvin Leath, Texas
Richard C. Shelby, Ala.
Dan Mica, Fla.
Thomas A. Daschle, S.D.
**Wayne Dowdy, Miss.*
**Matthew G. Martinez, Calif.*
**Lane Evans, Ill.*
**Marcy Kaptur, Ohio*
**Frank Harrison, Pa.*
**Alan B. Mollohan, W.Va.*
**Timothy J. Penny, Mich.*
**Harley Staggers, Jr., W.Va.*
**J. Roy Rowland, Ba.*
**Jim Slattery, Kans.*
**John Bryant, Texas*
Bill Richardson, N.M.

Republican:
John Paul Hammerschmidt, Ark.
Chalmers P. Wylie, Ohio
Elwood Hillis, Ind.
Gerald B.H. Solomon, N.Y.
Bob McEwen, Ohio
Chris Smith, N.J.
Denny Smith, Ore.
*Dan Burton, Ind.
*Don Sundquist, Tenn.
*Michael Bilirakis, Fla.
*Nancy Lee Johnson, Conn.
*Phil Gramm, Texas

Staff: Max Fleming, staff director 225-3527
Rufus Wilson, minority staff director 225-3551

Committee on Ways and Means

Room 1102, Longworth Building: 225-3625

Democratic:
Dan Rostenkowski, Ill., Chair
Sam Gibbons, Fla.
J.J. Pickle, Texas
Charles B. Rangel, N.Y.
Fortney H. Stark, Calif.
James R. Jones, Okla.
Andrew Jacobs, Jr., Ind.
Harold E. Ford, Tenn.
Ed Jenkins, Ga.
Richard A. Gephardt, Mo.
Thomas J. Downey, N.Y.
Cecil Heftel, Hawaii
Wyche Fowler, Jr., Ga.
Frank J. Guarini, N.J.
James M. Shannon, Mass.
Marty Russo, Ill.
Donald J. Pease, Ohio
Kent Hance, Texas
Robert T. Matsui, Calif.
**Beryl Anthony, Jr., Ark.*
**Ronnie F. Flippo, Ala.*
**Byron L. Dorgan, N.Dak.*
**Barbara B. Kennelly, Conn.*

Republican:
Barber B. Conable, Jr., N.Y.
John J. Duncan, Tenn.
Bill Archer, Texas
Guy Vander Jagt, Mich.
Philip M. Crane, Ill.
Bill Frenzel, Minn.
James G. Martin, N.C.
Richard T. Schulze, Pa.
Willis D. Gradison, Jr., Ohio
W. Henson Moore, La.
*Carroll Campbell, S.C.
*Bill Thomas, Calif.

Staff: John Salmon, staff director 225-3628
A.L. Singleton, minority staff director 225-4021

Select Committee on Aging

Room 712, House Office: 226-3375

Democratic:
Edward Roybal, Calif., Chair
Claude Pepper, Fla.
Mario Biaggi, N.Y.
Ike Andrews, N.C.
Don Bonker, Wash.
Thomas Downey, N.Y.
James Florio, N.J.
Harold Ford, Tenn.
William Hughes, N.J.
Marilyn Bouquard, Tenn.
Stanley Lundine, N.Y.
Mary Rose Oakar, Ohio
Thomas Luken, Ohio
Geraldine Ferraro, N.Y.
Beverly Byron, Md.
William Ratchford, Conn.
Dan Mica, Fla.
Henry Waxman, Calif.
Mike Synar, Okla.
Butler Derrick, S.C.
Bruce Vento, Minn.
Barney Frank, Mass.
Tom Lantos, Calif.
Ron Wyden, Ore.
Donald J. Albosta, Mich.
George W. Crockett Jr., Mich.
**Bill Boner, Tenn.*
**Ike Skelton, Mo.*
**Dennis M. Hertel, Mich.*
**Robert A. Borski, Pa.*
**Frederick C. Boucher, Va.*
**Ben Erdreich, Ala.*
**Kenneth H. Mackay, Fla.*
**Harry Reid, Nev.*
**Norman Sisisky, Va.*
**Tom Vandergriff, Texas*

Republican:
Matthew Rinaldo, N.J.
John Paul Hammerschmidt, Ark.
Ralph Regula, Ohio
Norman Shumway, Calif.
Olympia Snowe, Maine
Daniel Lungren, Calif.
James M. Jeffords, Vt.
Thomas J. Tauke, Iowa
Judd Gregg, N.H.
George C. Wortley, N.Y.
*Hal Daub, Neb.
*Larry E. Craig, Idaho
*Pat Roberts, Kan.
*Cooper R. Evans, Iowa
*Jim Courter, N.J.
*Claudine Schneider, R.I.
*Thomas J. Ridge, Pa.
*John R. McCain, Ariz.
*Michael Bilirakis, Fla.

Staff: Jorje Lamboronic, staff director 226-3375
Paul Schelgel, minority staff director 225-3395

Permanent Select Committee on Intelligence

Room H-405, Capitol Building: 225-4121

Democratic:
Edward Boland, Mass., Chair
Clement J. Zablocki, Wis.
Romano L. Mazzoli, Ky.
Norman Y. Mineta, Calif.
Wyche Fowler Jr., Ga.
Lee H. Hamilton, Ind.
Albert Gore Jr., Tenn.
Louis Stokes, Ohio
Dave McCurdy, Okla.

Republican:
J. Kenneth Robinson, Va.
G. William Whitehurst, Fla.
C.W. "Bill" Young, Fla.
Bob Stump, Ariz.
William F. Goodling, Pa.

Staff: Thomas Latimer, staff director 225-4121
Patrick G. Long, minority staff director 225-4121

Select Committee on Children, Youth and Families

Room 2422, Rayburn Building: 225-2095

Democratic:
**George Miller, Calif., Chair*
**William Lehman, Fla.*
**Patricia Schroeder, Colo.*
**Lindy Boggs, La.*
**Matthew McHugh, N.Y.*
**Jerry Patterson, Calif.*
**Barbara Mikulski, Md.*
**Ted Weiss, N.Y.*
**Beryl Anthony, Ark.*
**Micky Leland, Texas*
**Barbara Boxer, Calif.*
**Sander Levin, Mich.*
**Bruce Morrison, Ct.*
**Roy Rowland, Ga.*
**Gerry Sikorski, Minn.*
**Alan Wheat, Mo.*

Republican:
*Dan Marriott, Utah
*Hamilton Fish, N.Y.
*Daniel Coats, Ind.
*Thomas Bliley, Va.
*Frank Wolf, Va.
*Danny Burton, Ind.
*Nancy Johnson, Ct.
*John McKernan, Maine
*Barbara Vucanovich, Nev.

Staff: Alan Stone, staff director 225-2095

□ Congressional Directory: Joint Congressional Committees

Joint Economic Committee

Room SD-G01 Senate Dirksen Building: 224-5171

HOUSE

Democratic:	_Lee Hamilton, Ind., Vice-Chair_	_*Augustus F. Hawkins, Calif._
	Gillis W. Long, La.	_*David R. Obey, Wis._
	Parren J. Mitchell, Md.	_*James H. Scheuer, N.Y._
Republican:	Chalmers P. Wylie Jr., Ohio	*Marjorie S. Holt, Md.
	*Olympia J. Snowe, Maine	*Dan Lungren, Calif.

SENATE

Democratic:	_Lloyd Bentsen, Texas_	_Edward M. Kennedy, Mass._
	William Proxmire, Wis.	_Paul Sarbanes, Md._
Republican:	Roger W. Jepsen, Iowa, Chair	Steven D. Symms, Idaho
	William V. Roth Jr., Del.	Mack Mattingly, Ga.
	James Abdnor, S.D.	*Alfonse D'Amato, N.Y.

Staff: Bruce Bartlett, staff director 224-5171
James Galbraith, deputy director 224-5171

Joint Committee on Taxation

Room 1015, Longsworth Building: 225-3621

HOUSE

Democratic:	_Dan Rostenkowski, Ill., Vice-Chair_	_J. J. Pickle, Texas_
	Sam Gibbons, Fla.	
Republican:	Barbar Conable, Jr., N.Y.	John Duncan, Tenn.

SENATE

Democratic:	_Russell B. Long, La._	_*Lloyd Bentsen, Texas_
Republican:	Robert Dole, Kan., Chair	William V. Roth, Jr., Del.
	Robert Packwood, Ore.	

Staff: David H. Brochway, staff director 225-3621
Richard A. Gordon, deputy director 225-7377

□ Congressional Directory: Senate Committees -- 98th Congress

In the following lists, Republican committee members are in italics. The area code for all phone numbers is 202. *Asterisks indicate new committee members.

Committee on Agriculture, Nutrition and Forestry

Room SR-328A Russell Building, 224-2035

Jesse Helms, N.C., Chair
Robert Dole, Kans.
Richard Lugar, Ind.
Thad Cochran, Miss.
Rudy Goschwitz, Minn.
Roger Jepsen, Iowa
Paula Hawkins, Fla.
Mark Andrews, N.D.
*_Pete Wilson, Calif._
*_Orrin Hatch, Utah_

Walter Huddleston, Ky.
Patrick Leahy, Vt.
Edward Zorinsky, Neb.
John Melcher, Mont.
David Pryor, Ark.
David Boren, Okla.
Alan Dixon, Ill.
Howell Heflin, Ala.

Staff:	George Dunlop, staff director	224-2035
	Carl Rose, minority staff director	224-2035
	Mary Ferebee, nutrition specialist	224-6901

Committee on Appropriations

Room S-128 Capitol Building, 224-3471

Mark Hatfield, Oreg., Chair
Ted Stevens, Alaska
Lowell Weicker, Conn.
James McClure, Idaho
Paul Laxalt, Nevada
Jake Garn, Utah
Thad Cochran, Miss.
Mark Andrews, N.D.
James Abdnor, S.D.
Robert Kasten, Wisconsin
Alfonse D'Amato, N.Y.
Mack Mattingly, Ga.
Warren Rudman, N.H.
Arlen Specter, Pa.
*_Pete Domenici, N.M._

John Stennis, Miss.
William Proxmire, Wis.
Robert Byrd, W. Va.
Daniel Inouye, Hawaii
Ernest Hollings, S.C.
Thomas Eagleton, Mo.
Lawton Chiles, Fla.
J. Bennett Johnston, La.
Walter Huddletson, Ky.
Quentin Burdick, N.D.
Patrick Leahy, Vt.
James Sasser, Tenn.
Dennis DeConcini, Ariz.
Dale Bumpers, Ark.

Staff:	Keith Kennedy, staff director	224-3471
	Frank Sullivan, minority staff director	224-7254

Committee on Armed Services

Room SR-222 Russell Building, 224-3871

John Tower, Texas, Chair
Strom Thurmond, S.C.
Barry Goldwater, Ariz.
Gordon Humphrey, N.H.
William Cohen, Maine
Roger Jepson, Iowa
Dan Quayle, Ind.
**John East, N.C.*
**Pete Wilson, Calif.*

Henry Jackson, Wash.
John Stennis, Miss.
Sam Nunn, Ga.
Gary Hart, Colo.
James Exon, Neb.
Carl Levin, Mich.
*Edward Kennedy, Mass.
*Jeff Bingaman, N.M.

Staff: James McGovern, staff director 224-8633
Jim Roche, minority staff director 224-9337

Committee on Banking, Housing and Urban Affairs

Room SD-534 Dirksen Building, 224-7391

Jake Garn , Utah, Chair
John Tower, Texas
John Heinz, Pa.
William Armstrong, Colo.
Alfonse D'Amata, N.Y.
**Slade Gorton, Wash.*
**Paula Hawkins, Fla.*
**Mack Mattingly, Ga.*
**Chic Hecht, Nev.*
**Paul Trible, Va.*

William Proxmire, Wis.
Donald Riegle, Mich.
Alan Cranston, Calif.
Paul Sarbanes, Md.
Christopher Dodd, Conn.
Alan Dixon, Ill.
James Sasser, Tenn.
*Frank Lautenberg, N.J.

Staff: Danny Lall, staff director 224-7391
Ken McLean, minority staff director 224-7391

Committee on the Budget

Room 203 Carroll Arms Building, 224-0642

Pete Domenici, N.M., Chair
Williams Armstrong, Colo.
Nancy Kassebaum, Kan.
Rudy Boschwitz, Minn.
Orrin Hatch, Utah
John Tower, Texas
Mark Andrews, N.D.
Steven Symms, Idaho
Charles Grassley, Iowa
Robert Kasten, Wis.
Dan Quayle, Ind.
Slade Gorton, Wash.

Lawton Chiles, Fla.
Ernest Hollings, S.C.
Joseph Biden, Del.
J. Bennett Johnston, La.
James Sasser, Tenn.
Gary Hart, Colo.
Howard Metzenbaum, Ohio
Donald Riegle, Mich.
Daniel Moynihan, N.Y.
James Exon, Neb.

Staff: Steve Bell, staff director 224-0642
Richard Brandson, minority staff director 224-0642

Committee on Commerce, Science and Transportation

Room SD-508 Dirksen Building, 224-5115

Bob Packwood, Ore., Chair
Barry Goldwater, Ariz.
John Danforth, Mo.
Nancy Kassebaum, Kan.
Larry Pressler, S.D.
Slade Gorton, Wash.
Ted Stevens, Alaska
Robert Kasten, Wis.
**Paul Trible, Va.*

Ernest Hollings, S.C.
Russell Long, La.
Daniel Inouye, Hawaii
Wendell Ford, Ky.
Donald Riegle, Mich.
James Exon, Neb.
Howell Heflin, Ala.
*Frank Lautenberg, N.J.

Staff: Ann Cantrel, staff director 224-1251
Ralph Everett, minority staff director 224-0411

Committee on Energy and Natural Resources

Room

James McClure, Idaho, Chair
Mark Hatfield, Ore.
Lowell Weicker, Conn.
Pete Domenici, N.M.
Malcolm Wallop, Wyo.
John Warner, Va.
Frank Murkowski, Alaska
Don Nickles, Okla.
John Heinz, Pa.
**Chic Hecht, Nev.*
**John Chafee, R.I.*

J. Bennett Johnston, La.
Henry Jackson, Wash.
Dale Bumpers, Ark.
Wendell Ford, Ky.
Howard Metzenbaum, Ohio
Spark Matsunaga, Hawaii
John Melcher, Mont.
Paul Tsongas, Mass.
Bill Bradley, N.J.

Staff:

Committee on Environment and Public Works

Room SD-410 Dirksen Building, 224-6176

Robert Stafford, Vt., Chair
Howard Baker, Tenn.
Pete Domenici, N.M.
John Chafee, R.I.
Alan Simpson, Wyo.
James Abdnor, S.D.
Steven Symms, Idaho
**David Durenberger, Minn.*
**Gordon Humphrey, N.H.*

Jennings Randolph, W. Va.
Lloyd Bentsen, Texas
Quentin Burdick, N.D.
Gary Hart, Colo.
Denial Moynihan, N.Y.
George Mitchell, Maine
Max Baucus, Mont.

Staff: Bailey Guard, staff director 224-7854
John Yago, minority staff director 224-7842

Committee on Finance

Room SD-221 Dirksen Building, 224-4515

Robert Dole, Kan., Chair
Bob Packwood, Ore.
William Roth, Del.
John Danforth, Mo.
John Chafee, R.I.
John Heinz, Pa.
Malcolm Wallop, Wyo.
David Durenberger, Minn.
William Armstrong, Colo.
Steven Symms, Idaho
Charles Grassley, Iowa

Russell Long, La.
Lloyd Bentsen, Texas
Spark Matsunaga, Hawaii
Daniel Moynihan, N.Y.
Max Baucus, Mont.
David Boren, Okla.
Bill Bradley, N.J.
George Mitchell, Maine
*David Pryor, Ark.

Staff: Rod DeArment, staff director 224-4515
Michael Stern, minority staff director 224-5315

Committee on Foreign Relations

Room SD-427 Dirksen Building, 224-4651

Charles Percy, Ill., Chair
Howard Baker, Tenn.
Jesse Helms, N.C.
Richard Lugar, Ind.
Charles Mathias, Md.
Nancy Kassebaum, Kan.
Rudy Boschwitz, Minn.
Larry Pressler, S.D.
**Frank Murkowski, Alaska*

Claiborne Pell, R.I.
Joseph Biden, Del.
John Glenn, Ohio
Paul Sarbanes, Md.
Edward Zorinsky, Neb.
Paul Tsongas, Mass.
Alan Cranston, Calif.
Christopher Dodd, Conn.

Staff: Ed Sanders, staff director 224-3943
Jerry Christinson, minority staff director 224-7523

Committee on Governmental Affairs

Room SD-346 Dirksen Building, 224-4751

William Roth, De., Chair
Charles Percy, Ill.
Ted Stevens, Alaska
Charles Mathias, Md.
William Cohen, Maine
David Durenberger, Minn.
Warren Rudman, N.H.
John Danforth, Mo.
**Thad Cochran, Miss.*
**William Armstrong, Colo.*

Thomas Eagleton, Mo.
Henry Jackson, Wash.
Lawton Chiles, Fla.
Sam Nunn, Ga.
John Glenn, Ohio
James Sasser, Tenn.
David Pryor, Ark.
Carl Levin, Mich.
*Jeff Bingaman, N.M.

Staff: Joan M. McEntee, staff director 224-4751
Ira Shapiro, minority staff director 224-2627

Committee on Judiciary

Room SD-224 Dirksen Building, 224-5225

Strom Thurmond, S.C., Chair
Charles Mathias, Md.
Paul Laxalt, Nev.
Orrin Hatch, Utah
Robert Dole, Kan.
Alan Simpson, Wyo.
John East, N.C.
Charles Grassley, Iowa
Jeremiah Denton, Ala.
Arlen Specter, Pa.

Joseph Biden, Del.
Edward Kennedy, Mass.
Robert Byrd, W. Va.
Howard Netzenbaum, Ohio
Dennis DeConcini, Ariz.
Patrick Leahy, Vt.
Max Baucus, Mont.
Howell Heflin, Ala.

Staff: Binton D. Lide, staff director 224-5225
Mark Gitenstein, minority staff director 224-5701

Committee on Labor and Human Resources

Room SD-428 Dirksen Building, 224-3656

Orrin Hatch, Utah, Chair
Robert Stafford, Vt.
Dan Quayle, Ind.
Don Nickles, Okla.
Gordon Humphrey, N.H.
Jeremiah Denton, Ala.
Lowell Weicker, Conn.
**Charles Grassley, Iowa*
**Alfonse D'Amato, N.Y.*

Edward Kennedy, Mass.
Jennings Randolph, W. Va.
Claiborne Pell, R.I.
Thomas Eagleton, Mo.
Donald Riegle, Mich.
Howard Metzenbaum, Ohio
Spark Matsunaga, Hawaii

Staff: Ronald Docksai, staff director 224-1283
Kathryn O.L. Higgins, minority staff director 224-5465

Committee on Rules and Administration

Room SR-309 Russell Building, 224-6352

Charles Mathias, Md., Chair
Mark Matfield, Ore.
Howard Baker, Tenn.
James McClure, Idaho
Jesse Helms, N.C.
John Warner, Va.
Robert Dole, Kan.

Wendell Ford, Ky.
Claiborne Pell, R.I.
Robert Byrd, W. Va.
Daniel Inouye, Hawaii
*Dennis DeConcini, Ariz.

Staff: John B. Childers, staff director 224-0299
William M. Cochran, minority staff director 224-0275

Committee on Small Business

Room SR-428A Russell Building, 224-5175

Lowell Weicker, Conn., Chair
Bob Packwood, Ore.
Orrin Hatch, Utah
Rudy Roschwitz, Minn.
Slade Gorton, Wash.
Don Nickles, Okla.
Warren Rudman, N.H.
Alfonse D'Amata, N.Y.
*_Robert Kasten, Wis._
*_Larry Pressler, S.D._

Sam Nunn, Ga.
Walter Huddleston, Ky.
Dale Bumpers, Ark.
James Sasser, Tenn.
Max Baucus, Mont.
Carl Levin, Mich.
Paul Tsongas, Mass.
Alan Dixon, Ill.
*David Boren, Okla.

Staff: Robert Dotchin, staff director 224-8492
Allen Chovotkin, minority staff director 224-8497

Committee on Veteran's Affairs

Room SR-414 Russell Building, 224-9126

Alan Simpson, Wyo., Chair
Strom Thurmond, S.C.
Robert Stafford, Vt.
Robert Kasten, Wis.
Jeremiah Denton, Ala.
Frank Murkowski, Alaska
Arlen Specter, Pa.

Alan Cranston, Calif.
Jennings Randolph, W. Va.
Spark Matsunaga, Hawaii
Dennis DeConcini, Ariz.
George Mitchell, Maine

Staff: Thomas Harvey, staff director 224-9216
Jonathan Steinberg, minority staff director 224-2074

Select Committee on Ethics

Room 113 Carroll Arms Building, 224-2981

*_Ted Stevens, Alaska, Chair_
Jesse Helms, N.C.
*_David Durenberger, Minn._

Howell Heflin, Ala.
David Pryor, Ark.
Thomas F. Eagleton, Mo.

Staff: C. Braxton Valentine, Jr., staff director 224-2981

Select Committee on Indian Affairs

Room 838 Hart Building, 224-2251

Mark Andrews, N.D., Chair
Barry Goldwater, Ariz.
Slade Gorton, Wash.

John Melcher, Mont.
Daniel K. Inouye, Hawaii
Dennis DeConcini, Ariz.

Staff: Paul Alexander, staff director 224-2251
Max Richtman, minority staff director 224-2251

Select Committee on Intelligence

Room SD-G50 Dirksen Building, 224-1700

Barry Goldwater, Ariz., Chair
Jake Garn, Utah
John H. Chaffee, R.I.
Richard G. Lugar, Ind.
Malcolm Wallop, Wyo.
David Durenberger, Minn.
William V. Roth Jr., Del.
**William S. Cohen, Maine*
Howard H. Baker Jr., Tenn., ex officio

Daniel P. Moynihan, N.Y.
Walter D. Huddleston, Ky.
Joseph R. Bidden Jr., Del.
Daniel K. Inouye, Hawaii
Henry M. Jackson, Wash.
Patrick J. Leahy, Vt.
Lloyd Bentsen, Texas
Robert C. Byrd, W. Va., ex officio

Staff: Robert Simmons, staff director 224-1700
Gary Schmitt, minority staff director 224-1700

Special Committee on Aging

Room SD-G37 Dirksen Building, 224-5364

John Heinz, Pa., Chair
Pete V. Domenici, N.M.
Charles H. Percy, Ill.
Nancy Kassebaum, Kan.
William S. Cohen, Maine
Larry Pressler, S.D.
**Pete Wilson, Calif.*

John Glenn, Ohio
Lawton Chiles, Fla.
John Melcher, Mont.
David Pryor, Ark.
Bill Bradley, N.J.
Quentin N. Burdick, N.D.
Christopher J. Dodd, Conn.

Staff: John Rother, staff director 224-5364
Diane Lifsey, minority staff director 224-1467